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ABSTRACT

Based on wide input from both faculty and staff members, Windward Community College's (WCC's) five-year educational plan was designed as the guiding document for institutional development from 1985 to 1990. The first sections of the plan examine the history and background of the campus; WCC's planning process; its mission and goals; and the external and internal factors, as well as the assumptions, that provided the context for the planning process. The next section offers an assessment of WCC in terms of its accreditation status and the progress it has made in implementing the goals of the 1979-1985 Education Development Plan concerning instruction, vocational education programs, learning skills program, media production center, student services, academic administration, and community services. Next, a list and timeline are provided, detailing the college's 1985-90 priorities for each of its liberal arts and vocational programs, learning assistance and academic support, and student and community services. The final sections of the plan examine staffing needs and affirmative action goals, projected activity levels and resources needed to support the college, and the physical facilities development plan. Appendixes provide demographic data on WCC students. (AJL)

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University of Hawaii

WINDWARD COMMUNITY COLLEGE

EDUCATIONAL DEVELOPMENT PLAN

1985-90

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I. HISTORY AND BACKGROUND OF THE CAMPUS

Windward Community College is one of seven community colleges in the State of Hawaii. It is one of four on the island of Oahu, but the only one targeted to serve the residents of Windward Oahu, an area stretching from Makapuu to Haleiwa Bay. Established in Kaneohe in 1972, the College operates in renovated former Hawaii State Hospital buildings and shares its grounds with the hospital.

Presently, the College occupies nine buildings on approximately sixty acres, although the boundary has yet to be fixed by formal agreement between the College and hospital on the upper perimeter.

When the College opened in 1972, it offered 535 students a variety of courses leading to the Associate in Arts degree. Limited vocational courses in Business were also available. In 1974, certificates were developed for Stenography and Typing. In 1976-77, the Associate of Science degree was offered in Accounting, Finance, Secretarial Science, and Social Justice; certificates were offered for Automotive Technology, Finance, Accounting, and Social Justice. More recently, certificates in Visitor Industry and Agricultural Technology have been added. Of these programs, all are still in the catalog, with the exception of Visitor Industry and Social Justice, which were reviewed and deleted from the College's offerings. Although these two programs were dropped, introductory survey courses are still offered.

The College is governed by the Board of Regents of the University of Hawaii. The Chancellor for the Community Colleges oversees the policies of the several community colleges. The daily operations of the College are directed by the Provost, who is responsible to the Chancellor. By state law, the College is open to all residents who have completed high school or who are over the age of eighteen. Enrollment for fall 1984 stood at 1,350 students, for whom the College offered approximately 214 courses.

Windward Community College was awarded initial accreditation status by the Accrediting Commission for Community and Junior Colleges (AACJC) of the Western Association of Schools and Colleges (WASC) in March 1977. This status was reaffirmed in a formal review in 1981-82. The College is currently preparing for a review to be conducted in 1984-85. The College's Educational Development Plan, 1979-85 (August 1979) has been the guiding document for development until the current review. It is appropriate that the College be working on the accreditation review and the Educational Development Plan at the same time, since the State of Hawaii retained H. Mogi Planning and Research last year to develop the College's Educational Specifications (January 5, 1984) as the basis for developing the Complex Development Report (Master Plan) to permit construction of new campus facilities.

II. COLLEGE PLANNING PROCESS

Planning for the Educational Development Plan 1985-90 began at the start of fall semester 1984, when the Assistant Dean of Division I was asked to coordinate the College's planning for the document. Since the College was also preparing for accreditation review at the same time, the two coordinators worked together to prepare questionnaires and to combine efforts whenever possible. Questionnaires were sent initially to program coordinators, faculty and staff members who had served on previous accreditation committees, department chairpersons, and faculty senate leaders. The responses were used to create a first draft that was the subject of an all-campus meeting in November. Subsequent drafts have been circulated among the departments, the faculty senate, and academic support and administrative offices. Wide campus input has been solicited and received. The staffing and resource allocation charts were developed administratively only after the rest of the document had been created.

III. MISSION AND GOALS

A. State and University Plans

The University of Hawaii Community College system was established by the Community College Act of 1964. This act called for the Regents of the University of Hawaii to "provide two-year college transfer and general-education programs, semi-professional, technical, vocational, and continuing education programs and such other educational programs and services as are appropriate to such insititution" (Sec. 305-1).

University of Hawaii Community Colleges take their direction from the Hawaii State Plan (1980), the primary planning document for the State of Hawaii. This plan mandates that the State assist its residents to achieve "economic self-sufficiency, social and economic mobility, and community and social well-being." These goals are to be achieved in part by a postsecondary education system providing all qualified people of Hawaii with an equal opportunity for quality postsecondary education through public and independent educational institutions.

The goals of the Hawaii State Plan have guided the State Vocational Education Plan (1982) and the State Higher Education Plan (Sept. 15, 1980), developed by the University of Hawaii. The particular mission of the community colleges within this framework is set out in the document, New Directions for the 80's (1984), which contains fourteen directions for the University of Hawaii Community College system.

In 1984, the University of Hawaii created the University Strategic Plan, which establishes priorities for the next ten years. All campus academic development plans and educational development plans will be checked against this document to assure system-wide conformity. Because this document derives from the previous plans and was created with involvement from all campuses, there are no conflicts between the State of Hawaii's priority setting plans. Table I shows the goals of each plan currently in effect.

B. Long Range Plans

In the years 1985-90, Windward Community College will direct its resources and efforts to achieving the goals outlined in Section VI of this document. A summary of campus goals appears in Table I. A more detailed account may be found in Table VIIa.

TABLE I: EXTERNAL DIRECTIVES APPLICABLE TO THE COMMUNITY COLLEGE SYSTEM

	State Higher Ed. Plan 1984	State Voc. Ed. Plan 1983-87	UH Strategic Plan 1984	Priorities For UH Strategic Plan October 1984	New Direction For 80's 1984	1985-90 EDP For Windward Community College
1. Assist State with Educational Priorities that are also UH Priorities	X	X	X	X	X	X
2. Keep Pace with Changing Technology	X	X	X	X	X	X
3. Maintain Accessibility to Career Training	X	X	X		X	X
4. Articulate Between Educational Levels and Institutions	X	X	X	X	X	X
5. Increase Faculty/Staff Development Opportunities		X	X	X	X	X
6. Increase Effectiveness and Accountability	X	X	X		X	X
7. Expand Programs and Services for Adults/ Students with Specific Needs	X	X	X		X	X
8. Assure Quality of General Education Core	X		X	X	X	X
9. Clarify UH Governing Philosophy			X	X		
10. Stress Public Service, Outreach, Community Service	X		X	X	X	X
11. Stress Student Services as Integral to Student Success	X		X	X	X	X
12. Enhance Community Understanding of University's Role and Contribution			X	X	X	X
13. Stress International Studies	X		X	X		X
14. Emphasize Education for Personal Development and Social Responsibility		X	X		X	X
15. Emphasize Basic Academic Skills as a Foundation for Success	X		X		X	X

IV. PLANNING CONTEXT

A. External Factors

Windward Community College serves the two census districts of Koolaupoko and Koolauloa, which together stretch from Makapuu to Haleiwa Bay (see Map 1). This area includes a number of diverse communities, including Waimanalo, Kailua, Kaneohe, Heeia, Kahaluu, Waiahole, Waikane, Kualoa, Kaaawa, Kahana, Punaluu, Hauula, Laie, Kahuku, and Kawela. While each community is different in ethnic composition, income levels, and occupation, most are commuter neighborhoods with inhabitants employed in other parts of the island, often requiring lengthy travel time to work.

The combined Koolaupoko-Koolauloa population as of the 1980 census was 108,741. This was divided unevenly between the two districts. The majority of the population (80%) resides in the urban areas of Koolaupoko, particularly in the cities of Kaneohe (29,919 or 28%) and Kailua (35,812 or 32%); only 20% of the population resides in Koolauloa.

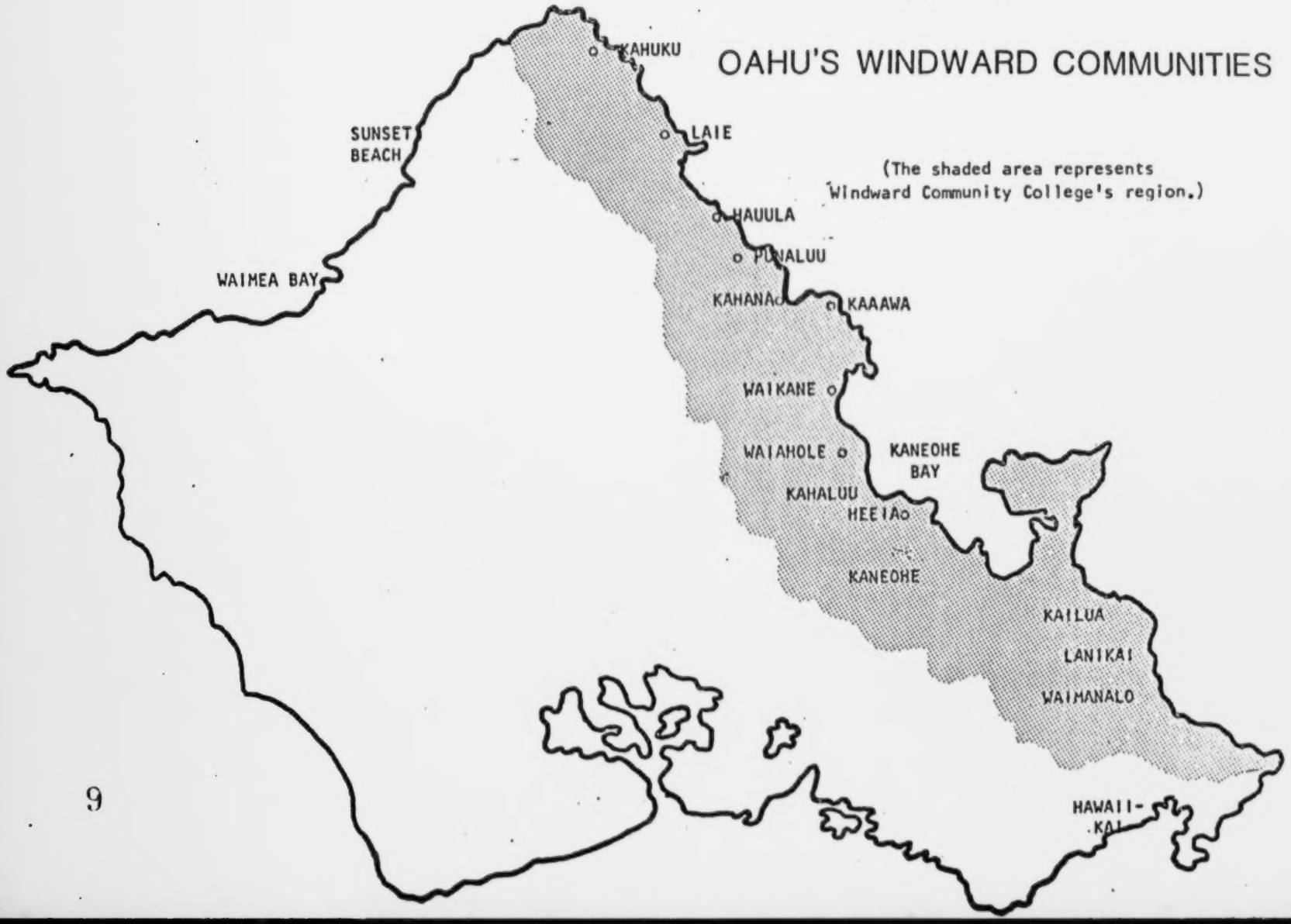
Koolaupoku has only 3% of its land designated rural and is the more affluent area with a median family income over $2,500 more than the state average of $22,750 (see Appendix A). Koolauloa, on the other hand, is primarily rural, with a median family income more than $5,000 below the state figure. This contrast in income is further reflected in the number of district families living below the federally established poverty levels. Koolaupoko as a whole has only 5% of its families living below the poverty level, 3% fewer than the state figure (8%) (Waimanalo is an exception with 11%). Koolauloa has 18%, over double the state's figure.

The Koolaupoko resident population tends to be significantly older than that of Koolauloa, with the median ages 27.6 and 22.5 respectively, both lower than the state median of 28.4 (see Appendix B). In Koolauloa, this translates into larger families (4.23 average as opposed to 3.6 for the state and 3.9 for Koolaupoko) and a larger percentage of children under eighteen years of age. While both districts have experienced rapid growth in the number of families with minor children that are headed by single women, Koolauloa has the larger percentage with families having women head of household. Of these 196 families, 102 (52%) are living at or below the poverty level. The Koolaupoko-Koolauloa rates are typical of a nationwide trend. In 1980, women living in poverty nation-wide constituted 16.5% of the total female population; nearly 40% of these female-headed households live in poverty ("Women and the Vote-1984," National Commission on Working Women).

Since the 1980 unemployment rate for Koolauloa (4%) is actually lower than for the state as a whole (5%), it appears that relatively large families (22% have six or more persons while only 12% of Koolaupoko families are this large) are living in crowded

MAP 1:

OAHU'S WINDWARD COMMUNITIES



conditions, supported by family incomes possibly at or slightly above minimum wage levels. Of these, families supported by women comprise a significant number. Income and poverty levels for selected Koolaupoko and Koolauloa households are shown in Table II.

TABLE II
NUMBER OF PERSONS LIVING BELOW THE POVERTY LEVEL
IN KOOLAULOA AND KOOLAUPOKO DISTRICTS
(Source: U.S. Census 1980)

Area	District	Median Household Income	% Unemployed	% Poverty
State		20,437	4.7	7.8
Hauula	Koolauloa	15,424	2.7	19.2
Kahaluu	Koolauloa	21,932	3.0	12.1
Laie	Koolauloa	14,806	3.7	20.2
Kailua	Koolaupoko	27,613	4.2	5.8
Kaneohe	Koolaupoko	27,116	4.3	4.4
Waimanalo	Koolaupoko	18,223	6.8	11.0

Koolaupoko's residents are generally the better educated, with more years of formal schooling completed: 80% have completed high school and 24% have finished four years of college, although Waimanalo once more remains an exception with 59% high school graduates and 9% college. In Koolauloa, these figures are 73% and 19%, with specific areas such as Hauula with much lower figures (70% and 12%). See Table III, for educational statistics for selected Windward areas.

TABLE III

YEARS OF SCHOOL COMPLETED FOR RESIDENTS OF
SELECTED WINDWARD AREAS
(Source: U.S. Census 1980)

	Waimanalo	Kailua	Kaneohe	Kahaluu	Koolaupoko	Koolauloa
High School Graduate	59%	83%	80%	84%	80%	73%
1-3 Years College	14%	20%	18%	19%	19%	22%
4 or More Years College	9%	29%	23%	23%	24%	19%

Some 28% of Koolaupoko residents list their occupation as managerial, administrative, or executive; other occupations include sales, technical, and administrative support (33%); service fields (15%); crafts and repairs (12%); laboring (10%); and farming or fishing (2%). For a comparative breakdown, see Appendix C. The majority of the residents are employed in private industry, with government a distant second (see Table IV).

TABLE IV

SOURCES OF EMPLOYMENT FOR
KOOLAUPOKO AND KOOLAULOA DISTRICTS
(Source: U.S. Census 1980)

Employer	State		Koolaupoko		Koolauloa	
private	300,315	(72%)	31,617	(71%)	3,407	(79%)
federal gov.	32,244	(8%)	3,524	(8%)	150	(3.5%)
state gov.	43,814	(10.5%)	4,953	(11%)	367	(8.5%)
local gov.	14,343	(3.5%)	1,835	(4%)	259	(8%)
self	22,965	(5.5%)	2,487	(5.6%)	107	(2.5%)
family	1,500	(.5%)	218	(.5%)	13	(.3%)

Most residents were employed in areas outside their home districts, often requiring a daily commute (see Table V).

TABLE V

POPULATION WORKING OUTSIDE KOOLAUPOKO AND KOOLAULOA
AND COMMUTE TIME BY SELECTED AREA
(Source: U.S. Census 1980)

Place	No. Reporting	No. Work Outside		Oneway Mean Commute Time
Kailua	15,308	11,878	(77%)	28.8 mins.
Kaneohe	13,266	11,015	(83%)	26.7 mins.
Waimanalo	1,019	956	(94%)	28.3 mins.
Hauula	823	743	(90%)	35.1 mins.
Kahaluu	1,017	1,008	(99%)	31.3 mins.
North Shore	4,062	3,027	(75%)	25.1 mins.

The ethnic composition of the communities within these two districts is quite variable (see Appendix D). Kailua has the highest percentage of Caucasians in the state, 58% of the population as opposed to 33% for the state. Kaneohe has relatively more Japanese, while Hauula and Waimanalo have concentrations of Hawaiians, and Laie has 21% of the state's Samoan community. Despite a relatively high percentage of foreign-born residents (20% in Koolauloa), the districts do not have a significant proportion of non-English speaking population. The vast majority of residents have good ability in speaking English. In Koolaupoko, 1,397 persons over eighteen (1.8%) indicated difficulty with the language; in Koolauloa the figure

was 296 (4.2%). By contrast, other parts of Oahu have figures as high as 10%. Some of these people have been served by the College's federally funded TRIO project: 26 persons identified as lacking English skills were served in 1983-84.

As noted previously, the primary employment for Windward residents is with commercial firms. There is little industry on this side of the island, some gravel and rock operations marking an exception. City and County planners expect the situation to remain stable even if the controversial H-3 highway is completed. Bishop Estate is currently requesting that 79 acres of Haiku Park between Haiku and Temple Valley in Heeia be rezoned to permit a high technology industrial park to be built, but this proposal is encountering community opposition, in part because the area is flood prone and the land agriculturally important.

Based on State of Hawaii manpower projections, future Windward expansion will probably be in four major areas: commercial establishments, aquaculture, alternate energy, and the visitor industry.

Most Koolaupoko and Koolauloa commercial establishments are engaged in retail trade, finance, and related fields. One major employer is the Windward Mall, the state's third largest shopping center, which opened in 1982. The mall has 500,000 square feet of retail space with 61 leased stores. At full occupancy in 1985, the mall will have 100 shops. Additional small shopping centers are tentatively scheduled for Kailua along Hekili Street and the new Hamakua Drive extension, scheduled to be completed in 1985. A major office complex opened in 1983 on the site of the former Pali Palms Hotel, and a second is nearing completion at Kamehameha Highway and Lilipuna Road in Kaneohe. Beyond this, commercial growth is projected to be steady if not dramatic.

Agriculture will continue to be an economic contributor, but with diminished importance. Since the Kahuku Sugar Mill closed in 1971, there has been no major agricultural employer; farming is continued primarily on individual diversified farms with a variety of crops. Koolauloa, for example, holds two of the three major papaya growing areas on Oahu. In addition, there are a number of nurseries specializing in orchid and other tropical horticulture. Aquaculture is expected to become increasingly important in this area as well. According to the Hawaii State Data Book 1983, in 1976 only 94,000 lbs of aquaculture crop were produced state-wide for a total value of $210,000. In 1982, 551,000 lbs were produced, worth $2,624,000. A number of these operations, including the world's largest prawn farm, are on the Windward side; these farms produce prawns, shrimp, and other aquatic organisms. The newest operation will be a proposed frog farm to be built in Kahuku. Windward Community College and Brigham Young University of Hawaii both have aquaculture ponds and projects, and

a number of research institutes, including the Oceanic Institute and the Hawaii Institute of Marine Biology are currently involved in helping this industry develop. Currently, the Windward operations employ 75-100 persons, but this number is expected to grow, particularly if the companies expand into international markets.

Another area of potential development for industry is with alternate energy. In 1980 an 80-MW wind farm was proposed for Kahuku. For a number of reasons (primarily the unsuitability of the turbine generator and unresolved problems with the utility company) the wind farm project did not develop. However, the two wind farms on the island of Hawaii are progressing, and there is potential for 500-MW of wind power at Kahuku. Several potential wind farmers are currently negotiating with Campbell Estate and if the industry develops, it may be able to produce all Honolulu's energy needs ("Problems and Recommendations for Wind Energy Development in Hawaii", paper by Dr. Richard Neill, Program Manager, Hawaii Natural Energy Institute, presented to The American Wind Energy National Conference, September 23-26, 1984.)

Koolauloa entered the visitor industry with the opening of the Polynesian Cultural Center in 1963. This was followed by the Kuilima Resort Hotel in 1972, which stepped into the labor void created by the closing of the Kahuku Sugar Mill. The hotel, reopened as the Turtle Bay Hilton, employs 739 persons currently to maintain 487 rooms and 368 condominium units. Approval has been granted for an additional 1,513 rooms. An additional request for rezoning residential land to resort may result in yet another 1,000 rooms and 1,000 condominium units. According to Hawaii Visitor Bureau statistics (Hawaii Data Book 1983), based on statistics compiled for workers covered by the State Unemployment Security Act, the average hotel room in the state generates .45 jobs per room. The additional already approved 1,513 rooms should therefore generate approximately 680 additional jobs. The hotel predicts closer to 1,500 jobs, but many will be part-time. The bulk of these jobs will be service oriented (64%) and clerical (16%). The hotel has already indicated that it is interested in employing Koolauloa residents, but these employees must be able to read, write, and communicate at a yet unspecified level. The College will need to become involved in the training of these new employees.

According to the State Department of Education, fourteen private schools and thirty public schools serve the needs of the approximately 20,000 Windward area students under eighteen. For the adult learner, there are three colleges. These are Hawaii Loa College, the Hawaii campus of Brigham Young University (formerly The Church College of Laie), and Windward Community College. The first two are private four-year colleges, the first located by

Castle Junction between Kailua and Kaneohe, the second at Laie. Another educational institution, the Windward School for Adults, offers adult education classes throughout the area, and non-profit agencies such as the Kokokahi YMCA, Kailua YWCA, and Kamehameha Schools also offer non-credit courses to area residents. On the Marine Corps Air Station, credit courses leading to bachelor's and graduate degrees are offered by Chaminade University, Central Michigan University, and the University of Southern California.

In addition to these colleges, educational and job training resources are offered by the North Shore Career Training Corporation (NSCTC), established in 1978 to alleviate Koolauloa and North Shore unemployment. The corporation offers services in job placement, training, and career guidance. In fall 1980, Windward Community College contracted with NSCTC to provide a semester-long secretarial training program for ten students. Two instructors and a counselor went to Kahuku each week to conduct the training. In 1981 the college cooperated with Kapiolani Community College to conduct a sales and cashiering program in Kahuku. In 1982 the secretarial program was repeated, with advanced secretarial training offered in 1983. Most recently, the College prepared a proposal for JTPA funding for a basic skills improvement program to prepare interested students in the reading, motivation, and communication skills needed to take advantage of the new resort-connected job opportunities. This proposal was not funded; had it been, it would have served a minimum of twenty-five students. The failure to obtain training funds for this program underlines the basic difficulty that the area has historically experienced, namely attracting significant CETA or other federally funded job training programs.

Over the next five years, therefore, the College may expect to have continued demand in developmental education and services both for the North Shore training needs and for other Windward residents. Shortly, two Hawaii Housing Authority projects will be completed in the Koolaupoko area, both close to the campus. One of these, Nanipua Gardens, with 107 units, is nearing occupancy; the other, with 200 units, is on the campus's mauka perimeter. The College anticipates drawing clients from these developments, many of whom will be interested in preparing themselves for employment opportunities.

One final external factor that may affect the community colleges in general is the proposed revision of the UH-Manoa admission standards. The Chancellor for the Community Colleges has estimated that if the more stringent admission practices are adopted and if the scores of Hawaii SAT takers remain stable, then approximately 920 more students will enroll in the community college system. Of these, some 95 (7%) would in all likelihood

enroll at Windward Community College. (Memo to President Matsuda from Chancellor Tsunoda, December 13, 1983). The College must anticipate these students' needs by assuring continuing choices for transfer-level students who will be interested in second-level courses as well as foreign languages.

B. Internal Factors

1. Staffing Needs

A major factor affecting the growth and development of the College over the next six years will be its ability to work with the resources that exist within its employee base. The era of ever-expanding position counts has passed, so program growth must come from changes within existing resource patterns. While the College is almost adequately staffed to meet short term needs, as adjustments are made to curriculum there will need to be attention given to retraining personnel. The College anticipates some curriculum shifts, for example in the natural sciences, which will require the recruitment of expertise it currently does not have.

Current staffing patterns measured against direct instructional workload projections and curriculum shifts are described in more detail in Section VII. Instructional staffing is not expected to grow significantly beyond current levels, although the College will seek to make permanent certain student services funded over the past five years with federal project funds. The College expects, however, to add to its academic support and maintenance staffs in the latter part of the planning period. The College's needs must all be weighed carefully in light of the new regulations of the 1984 Vocational Education Act passed by the U.S. Congress.

Priorities for staffing needs are detailed in Section VII. In general, the goals support the campus emphasis on achieving excellence in instruction and support service by providing professional development activities, continuing to evaluate staff and programs systematically, and promoting awareness of non-discriminatory practices.

2. Professional Development

The Windward Community College faculty's commitment and expertise are the College's greatest strength. In order to foster this commitment and expertise, the College supports and facilitates professional growth in two primary ways.

First, the College seeks to maintain a supportive environment, one that appreciates individual differences, offers positive challenge, fosters clarity and directness in communication between members, and recognizes the importance of social relationships.

Second, the College supports specific staff development opportunities. These include appointing a staff development coordinator, determining the College's staff development needs and setting priorities for meeting them, assisting faculty and staff in goal-setting and strategy-planning, offering on-campus staff-development opportunities to keep faculty and staff informed, providing financial support for travel, and creating and maintaining a resource network of College faculty and staff who are willing to assist others.

3. Students and Their Special Characteristics

In fall 1983, 1,454 students were enrolled at the College as regular students. Of these, the vast majority (96%) were Windward Oahu residents. Female students continued to outnumber the male (52-48) by a ratio larger than for the system as a whole (see Appendices E and F). After a period of steady growth, the student enrollment has stabilized at 1,352 (fall 1984), a 5.8% decrease from fall 1983, caused in part by the tuition increase at the University of Hawaii and probably further affected by a decrease of unemployment in the state.

Over the past five years, there have been a steady number of students entering directly from Windward high schools. The "going rate" or the percentage of graduates entering the College immediately after high school has remained between 8% and 9% with the exception of 1982 when it was 11% (see Appendix G). This fluctuation in "going rate" seems to parallel variations in the number of graduates from Windward schools. The College receives slightly less than 50% of Windward public high school students entering the Community College System.

In 1983, there was a slight decline in the College's total enrollment, but this was true for the University as a whole. The average age of Windward students (26.4) is slightly higher than for the community college system, with a significantly larger percentage than for the system in the age groups 35-59 and over 60. The College will need to address the needs of these older students, while not forgetting its mission for recent Windward high school graduates.

The College is also attracting a number of transfer students (271 in fall 1983). The largest percentage of these (41.7%) last attended colleges out-of-state, but some 22.9% are transfers from University of Hawaii at Manoa. Of those transferring to the College, 59% enrolled in the liberal arts program. There has also been a growing tendency for students to enroll part-time at the College. This is a trend across the system and may be expected to continue.

The College continues to serve a majority of students seeking the Associate in Arts degree, a situation the reverse of that elsewhere in the community college system. Despite the College's goal of increasing the percentage of vocational majors, the ratio between the two has remained relatively stable. At the College, 66% of students enrolled in fall 1983 indicated interest in obtaining the Associate in Art degree; that figure was 41% for the community college system as a whole.

All students entering Windward Community College are given the Nelson-Denny Reading Test and Educational Testing Service's Math Placement Test before they are allowed to enroll in English or math courses. Over the years, these test results have tended to remain fairly stable. A relatively high percentage (60%) of entering students generally test into English 100, college-level English; 17%-19% into English 21 and 22, Intermediate Reading and Introduction to Expository Writing; 12%-15% into English 9 and 10, Basic Reading Skills and Basic Writing Skills; and 6%-9% into English 1, Reading I. The results of those taking the mathematics placement test are also relatively stable: 7%-9% test into Math 120, Pre-Calculus; 8%-13% into Math 27 or 100, Intermediate Algebra or Survey of Mathematics; 7%-11% into Math 25, Elementary Algebra II; roughly 50% into Math 24, Elementary Algebra I; and about 25% into Math I, Basic Mathematics.

Given the broad federal definition of handicapped and disadvantaged, it is not always easy to identify students who may need special services since handicaps may be invisible. If these students do not wish to identify themselves, the College may not invade their privacy. The KOKUA Services Office at the University of Hawaii at Manoa uses the formula of one student in ten as a rough base for assessing the campus number of handicapped students. Currently, out of a population of 21,000 students, KOKUA serves 100-125 students. By this reasoning, the Windward Community College campus enrollment should yield 135 students of a population

of 1,350. In 1983-84, the TRIO Program served 118 of these clients. Undoubtedly, there are others who do not choose to identify themselves; the College is prepared to assist them as soon as they are recognized. In the past, students have been tutored by TRIO personnel and referred to other state and private agencies.

Technological change, in particular the computer, will also need to be incorporated further into the curriculum. By 1986, the College of Business at the University of Hawaii at Manoa campus will require all business majors to own a personal micro-computer. At present, the College of Business requires students to pass a computer literacy test; in time, computer literacy will be an entrance requirement. This requirement may later extend to all transferring students if not to all entering freshmen. Windward Community College must, therefore, ensure that all students, including both liberal arts and vocational majors, have the opportunity to work with computers. The opening of the Apple IIe computer labs this fall, and the word-processing and information-sciences courses are a beginning.

4. Degrees Offered

In 1982-83, Windward Community College was second only to Leeward Community College in the number of Associate in Art degrees awarded to students. The College awarded 16% of the system degrees while representing only 6% of the fall 1983 Community Colleges' enrollment. The number of degrees and certificates awarded by the College is shown in Table VI.

TABLE VI

DEGREES OFFERED BY WINDWARD COMMUNITY COLLEGE
1979-1983

	1979-80	1980-81	1981-82	1982-83	1983-84
TOTAL	118	138	142	156	143
CA	21	19	17	14	22
AA	95	111	118	124	100
AS	2	6	6	17	18

Source: University of Hawaii Office of Institutional Research and Analysis

During fall 1983, 76 Windward Community College students transferred to University of Hawaii at Manoa. All together, 957 students with a Windward Community College background were enrolled at University of Hawaii at Manoa in academic year 1982-83 (see Appendix H). Of this number, the majority (604 or 61%) were Arts and Sciences majors. The departments with the greatest number of former Windward students are listed below:

Arts and Humanities	83
Language, Linguistics, and Literature	29
Natural Sciences	84
Social Sciences	117
General Arts and Sciences (includes pre-professional)	280
Business Administration	82
Education	62
Engineering	15
Tropical Agriculture and Human Resources	80
Nursing	42

C. Planning Assumptions

Based on its assessment of the influence and impact of both external factors and internal realities, the College has made the following assumptions in planning educational programs:

1. The College will continue to provide excellence in instruction for students desiring the first two years of liberal education before transferring to a four-year or other institution and for students desiring pre-service or in-service instruction in vocational areas. This excellence will be emphasized despite curriculum demands made difficult by the campus's small size.

2. The College will retain a strong liberal arts core of courses and recognize the humanizing qualities of the liberal arts in an age becoming increasingly concerned with technology and its effects.

3. The College will maintain its commitment to developmental education as part of the University of Hawaii Community Colleges' open-door policy.

4. The College will contribute to the "life-long learning" needs of its residents by recognizing that an increasingly large portion of the population will be retired, recognizing that there will be increasing interest in the creative use of time, and recognizing that in the age group 32-59 will form an increasingly large proportion of the student body.

5. The College will serve a changing community that, while not increasing significantly in size, will become less dependent on agriculture and more on retail and service occupations for employment. It is anticipated that the community will also become older on the average, with proportionally fewer young people of high-school age.

6. The College will continue to serve the needs of students interested in part-time study. The Public Service offerings will grow in part to serve the needs of those not necessarily seeking a college degree.

7. The College will need to provide educational services to residents unable to come on the campus. This outreach may be provided through telecommunication and other off-campus delivery methods.

8. The College will need to adapt to rapidly changing technology both to augment classroom presentation and to provide assistance to Windward residents seeking to incorporate it into businesses and homes.

9. The College will receive continued federal support in the form of money for student loans and grants; the level of funding is expected to remain stable since the College has not fully expended its allotment in the past and more students can be accommodated.

   However, the College is likely to receive less (or no) federal money for the TRIO project (student services) as the Reagan administration seeks to reduce social program spending.

   The College will likely remain ineligible for federal Title III funds, due in large part to the relatively small percentage of its students receiving federal BEOG grants.

10. Within the scope of its mission, the College will encourage awareness of the Pacific nations whose futures are linked with Hawaii's.

11. The College will continue to support, enrich, and broaden students' lives at the institution by making available a variety of services and activities that supplement the primary academic program.

12. The College will continue to plan, construct, and move into new, permanent facilities on the present site in Kaneohe.

13. The College will continue to provide opportunities for professional development for staff and faculty in order to maintain professional vitality.

14. The College will seek to continue a liaison with its alumni, not only in the pursuit of the concept of life-long learning but also to encourage alumni support for its efforts to educate current students.

15. The College will experience relatively stable regular credit enrollment until 1990, (as shown in Table VII) before an enrollment increase is felt again. The College will experience considerable growth in non-credit enrollment as it gains marketing experience and demonstrates responsiveness to the short-term training needs of the working student.

TABLE VII

ACTUAL AND PROJECTED
FALL ENROLLMENT AT WINDWARD COMMUNITY COLLEGE
1980-1990

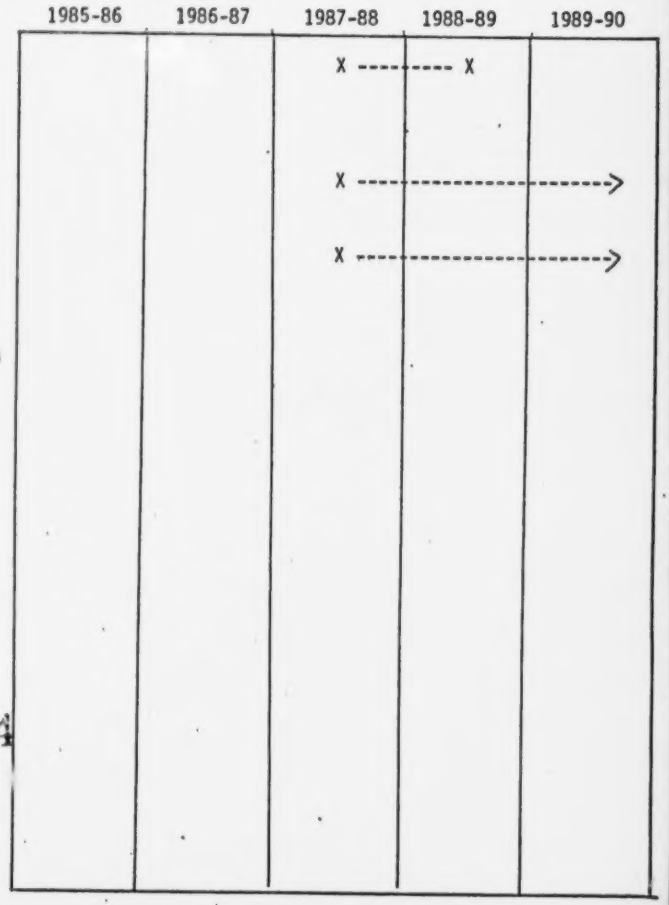
1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990
1442	1489	1568	1462	1363	1363	1370	1383	1409	1437	1478

The enrollment projections in Table VII differ slighty from the October 1984 enrollment projections made by the University of Hawaii Office of Institutional Research and Analysis. For the reasons noted below, the College predicts a very slight increase in enrollment over the next six years. (1) The College has made a commitment to informing the community about the College's programs and services. The process for this has already begun and will be extended over the next years. (2) The College is reorganizing the evening program to serve the community needs. A faculty senate task force has been established, but already courses are being offered in experimental formats. The College anticipates that increased availability of courses will stimulate evening enrollment. (3) The College also anticipates increased student interest as a result of the new course sequences in art and the initiation of physics courses and the agriculture program. A variety of choice is being maintained also by offering piggy-back second-level courses to meet student needs for more advanced course work.

TABLE VIIa: WINDWARD COMMUNITY COLLEGE PRIORITIES FOR 1985-90

	1985-86	1986-87	1987-88	1988-89	1989-90
1. Reaffirm the College's commitment to excellence in teaching by providing the administrative support needed to ensure that adequate time can be devoted to teaching. Such support includes administrative recognition that co-curricular activities must be kept in perspective.	X	-----	-----	-----	----->
2. Enhance community awareness and support of the College's services and programs; among other things, broaden alumni participation and invite support from civic groups and private businesses.	X	-----	-----	-----	----->
3. Continue to support academically disadvantaged students by providing access to student services, tutoring, learning labs, and remedial/developmental courses.	X	-----	-----	-----	----->
4. Assure accessibility of education by flexible scheduling, outreach, and non-traditional delivery means for those unable to come to the campus for courses.	X	-----	-----	-----	----->
5. Complete the facilities master plan and move toward creating new facilities while renovating those existing campus buildings feasible.	X	-----	-----	-----	----->
6. Continue articulation of College programs and courses with high schools, other colleges, and four-year institutions.	X	-----	-----	-----	----->
7. Continue to promote a positive supportive climate for effective teaching and learning and continue support of professional development activities and other support for professional growth.	X	-----	-----	-----	----->
8. Meet the special needs of Windward residents particularly through the evening program but also with self-supporting programs such as non-credit and summer session and other activities.	X	-----	-----	-----	----->
9. Continue to expand the use of educational communications and technological advances as they contribute to excellence in instruction and academic support.	X	-----	-----	-----	----->
10. Emphasize education for personal development and social responsibility by among other things providing opportunities to challenge and recognize academically talented students, by stressing life-long learning, and by examining ethical questions wherever appropriate.	X	-----	-----	-----	----->

CAMPUS PRIORITIES - cont.



11. Study the feasibility of improving community interaction by among other things providing a training and resource plan, presenting conflict resolution strategies, and facilitating community meetings and discussion; implement if found feasible.
12. Within the scope of our mission, incorporate international and multi-cultural education in the College's programs and courses.
13. Within the context of Oahu-wide resources, offer a selective vocational program by assessing community needs in vocational education and, with wide campus input, evaluate potential vocational education programs.
14. Assure excellence in all educational and service programs by on-going program of regular review and evaluation.

V. ASSESSMENT

A. Accreditation Report and the Associate in Arts Review

Windward Community College was evaluated for accreditation by the Western Association of Schools and Colleges in March 1982. The team noted strengths but also made a number of recommendations.

The College was commended for using tests to allow individualized instruction. Also noted was the College's concern for assuring the quality of the instructional faculty by careful selection procedures and emphasis on staff development. The College was commended for improving the level of instructional support staff and for the increased level of support for the learning skills and developmental education areas. The team noted the College's move toward creating a more comprehensive manual of policies, the broad offerings of the Community Services program, and the improved organization of Student Services, which under the new director was able to offer job placement services, keep better records, and assure more security of files. The College's collegial climate impressed the team, in fact occasioning a closing comment that the College as a whole should work toward maintaining it. Particularly mentioned were the College's move toward installing the five departments, the level of faculty commitment to the College's mission, and improved communications between faculty and administration which has created a broader base for decision making.

The team also noted four major areas of weakness, the most notable being the lack of new facilities. While acknowledging that the University of Hawaii does not control Capital Improvement Project funds, the team urged that emphasis be placed on relieving the College's pressing need for space and proper facilities.

The second major area was the need for a comprehensive educational plan and for continuing self-evaluation. The team urged that all segments of the campus be involved in creating the revised draft of the Educational Development Plan and that regular evaluations be conducted to assure that the College is achieving its mission. In particular, the team called for the College to reevaluate the general education core of the Associate in Arts Degree program, encourage more instructional innovation and interdisciplinary teaching, and form a more comprehensive curriculum development process.

The third area was the need for administrative personnel for special programs. The team was concerned that the evening, vocational, learning skills, and Community Services programs

lacked full-time administrators charged with their primary responsibilities. The team felt that while the College had achieved a considerable amount with part-time leadership, these programs could not expand to their full potential without adequate administration. In this respect, the team was also concerned with the reliance of some programs on federal funds.

The fourth area of weakness involved various forms of support service. The team felt that the College should be more aggressive in promoting itself and its offerings in the community and in attracting non-traditional and disadvantaged students to the campus. Services for those already on campus should be expanded, they felt, and made more visible. In addition, the College should provide better food service and intramural sports activities. To simplify record keeping and streamline an unwieldy purchasing system, the team stressed the need for the College to acquire computer capability and become linked to the main university system computer. The Media Production Center was noted as an understaffed area that should have a budget for replacement of equipment. Also urged was the College's more clearly defining the role of student government.

In fall 1984, Windward Community College completed its first general review of the Associate in Arts degree.

It was found that the Associate in Arts degree at Windward Community College is awarded to students who complete a general and deliberately flexible program of liberal arts instruction. The Associate in Arts degree is intended to serve both the transfer and the "life long learning" student. The faculty of the College believe that the liberal arts curriculum should open doors rather than limit opportunities. The Associate in Arts Degree Program is designed to encourage a student to "grow into the liberal arts curriculum" and to discover personal potential as a learner while at Windward Community College. As such it was judged to be meeting its purposes.

While the Associate in Arts Degree Program was found to be consistent with those offered by the 3,000 or so community colleges throughout the United States, the review process did uncover differences of opinion among the professional staff of the College. Those differences are important as they reflect the same growing national concern regarding the purpose, meaning, and substance of an Associate in Arts degree, which is meant to represent to the public, certification of "college-transfer" achievement.

The Associate in Arts Review concluded that it would behoove the College to state what the Associate in Arts degree means for a person who has earned the degree from Windward Community College. Only then can the graduate be compared with those of other community colleges or four-year schools.

Similarly, the reasons for counting up to twelve credits of non-transfer courses in a degree program that many believe is a college-transfer curriculum should be stated. Since many colleges do not accept non-transfer courses into a degree that is seen by many as a transfer degree, the reasons for including these courses need to be reiterated more often.

B. Progress in Implementing Previous Goals

1. Instruction

The Liberal Arts Program at Windward Community College provides the general education core of the College's degree programs. It offers students a solid grounding in the arts, humanities, basic sciences, languages, and multi-cultural aspects appropriate to educational objectives. It also includes developmental/remedial instruction for students lacking the basic skills needed for college success. This developmental program further supports the College mission to maintain an open-door policy for all those seeking higher education by providing support services and basic instruction.

In the Educational Development Plan 1979-1985, the College set forth certain significant goals and objectives. These included increasing the variety of courses offered to meet the UH-Manoa Arts and Sciences core, expanding the number of second-level courses, developing special sequences of courses for students with particular academic goals, introducing computer based education techniques, developing multicultural and international courses, developing liberal arts and general education courses designed for lifelong learning, and emphasizing interdisciplinary problem or theme-oriented courses and course sequences.

In light of restrictions on resources, it is useful to note the College's achievement of most of the objectives set forth in the previous Educational Development Plan. Summarized below are the more important accomplishments.

a) All liberal arts departments on campus have developed standarized sequences and identified frequency of offerings. The Humanities and Language Arts Departments have developed sequences in art, music, drama, writing, literature, philosophy, and languages. The Math/Science Department offers sequences in geology and chemistry, and includes courses leading to calculus. The Social Science Department offers a sequence in psychology.

b. Course offerings have been redistributed in a manner which increases the selection of second-level liberal arts courses. Priority was given to courses which meet the University of Hawaii at Manoa Arts and Sciences core requirements. Fifty-five courses with numbers over 200 are listed in the College catalog. This represents almost one third of the liberal arts courses offered by the College. The vast majority of these courses meet the UH at Manoa Arts and Sciences core requirements. Of the remaining eighteen second-level courses, with one or two exceptions, all transfer as elective credit toward baccalaureate degrees in different departments.

c. All departments have made attempts to assure that each semester's evening program has a balanced selection of courses to meet Arts and Sciences core requirements. Although a full range of second-level courses has not been offered, sufficient introductory level courses have been offered. A study of the evening program conducted in fall 1984 reveals that based on the schedule from fall 1982 to spring 1984, it is possible to complete the College's Associate in Arts Degree requirements in four semesters. The evening schedule planned for spring 1985 contains fifteen courses that meet the Arts and Sciences core requirements; these courses represent almost 50% of the evening offerings.

d. The College has moved toward including computers in the curriculum and for record keeping. An experimental Computer Based Education station was created in Mahi 107 during 1977-78. One terminal was connected with the UH Computer Center. Several workshops on its use were conducted for interested faculty and students. Later, a Plato terminal was brought to the campus on an experimental basis for a limited period of time. Microcomputers were discovered to be more applicable for campus needs. At this time, computers are available in the math and computer labs in Lono Building in the Business Lab, and in the Science Open Lab. Each department will shortly have an individual computer. The most extensive use of computer-assisted education has been made by the business, chemistry, mathematics, and developmental English instructors. Other disciplines are exploring its applicability to teaching. Courses in the uses of computers are being offered by business, mathematics, and computer instructors. The College remains connected to the UH Computer Center for College record keeping purposes and is in the early stages of automating its library collection, services, and records.

e. Emphasis has been placed on providing an international and multi-cultural focus in appropriate courses. The Science, Social Sciences, Humanities, and Language Arts Departments all offer courses on Hawaii and the Pacific. These include the identification of Hawaiian plants, fishes, and marine invertebrates; Hawaiian perspectives on science; field trips to local sites to study areas of importance in marine science; the Hawaiian economy and politics; Hawaiian music, culture, and dances; and Hawaiian language. Unfortunately, Hawaiian studies experienced state-wide declining demand. The College has set a goal of determining the causes of the lessened interest and reversing it if possible. The Social Sciences, Humanities, and Language Arts Departments offer courses that include international education. These courses are of two types: those that have as subject a foreign culture or language, and those which cover international cultures as part of a survey. Among the former are cultural anthropology, French, and Japanese language instruction, the two-semester history of Asia courses, the two-semester British literature and world literature courses, the world culture music course, and the Asian philosophy course. The broader survey courses include courses in drama, English, music, philosophy, religion, and science.

f. The College has developed innovative liberal arts and general education courses designed for lifelong learning with particular emphasis on survival skills. The College's Women in Transition program offers a comprehensive life-skills program for women who face major changes in their lives. It is planned to expand this service to include men. Originally federally funded, this program of career change, life skills, and guidance is now generally funded. A course on holistic health was offered several times by the Social Science Department. After the department reviewed its objectives and found that the course was not appropriate, the Community Services Program assumed its direction and offers it as part of the College's non-credit offering. The Social Science department has offered a course on "Creating Your Future" three times, twice by correspondence. College review will determine whether it and other courses will be offered in this mode. In addition, the College offers a course on career exploration. A transitional semester program including courses/workshops on career exploration, learning skills, and self-concept reinforcement was

offered twice, but it was dropped because of lack of student interest. A similar program is currently being planned with a slightly different approach for the future. While the College has offered these social-survival courses, student interest has been more directed to academic transfer courses.

g. Interdisciplinary courses have been offered by humanities, business, social sciences, and science instructors. Humanities 120, Special Themes in the Humanities, is a general course which may be interpreted from special viewpoints. In fall 1982, it was offered as Business and American Literature, by a literature and a business instructor. Business 55, Business English, was taught by an English and a business instructor during its first semester of being offered on the campus. Aquaculture 106 provides students with the opportunity to apply the concepts of ecology to the problems of backyard acquaculture; students must also consider such basic legalities as business permits, personnel requirements, small business organization, and economics. Science 124 deals with the problems of technological impact on society. Botany 105 is also interdisciplinary since it deals with concepts of botany, ecology, and social science. In addition, many of the marine science courses are interdisciplinary. The Humanities Department developed HUM 193V: Cooperative Arts and Science Education as a work-study course to provide opportunities for students to reinforce skills learned in the humanities by applying them in actual job situations.

2. Vocational Education Programs

The vocational programs directly address the directives of the State Higher Educational Plan, The State 5-Year Plan for Vocational Education, the University of Hawaii Strategic Plan, and the Community Colleges' New Directions for the 80s. The vocational programs seek to provide state residents with means to meet their vocational aspirations compatible with employment opportunities and the needs of a rapidly changing economy and new technologies. The programs seek also to provide quality vocational education to all students who can profit from it and to provide accessible education (without barriers to entry) for adults seeking to improve their career knowledge, skills, and motivation.

People served through the vocational education program include the following:

a) Individuals who are looking for opportunities to acquire pre-service vocational skills in selected occupational fields.

b) Individuals who are already employed but need to upgrade their skills and competencies to meet changing job requirements.

c) Windward Oahu residents who are seeking career advising assistance.

The College has actively reviewed its programs and has fulfilled the following vocational education goals:

a. The Social Justice Program underwent review in 1980. At that time it was recognized that demand had not reached expectation, in part because the State of Hawaii did not institute a previously planned licensing requirement for corrections personnel. In view of this decision and in view of the low demand for courses, the College recommended that the program be cancelled. It was dropped from the College's offerings in 1981.

b. Baseline feasibility studies were conducted and an Agricultural Technology Program leading to the Certificate of Completion for horticultural and nursery operations was established in fall 1981 primarily to serve Windward Oahu residents. The program underwent its first review in 1984. It has been recognized that the program has minimally met its objectives and so is continuing on a probationary status for at least another year.

c. The Visitor Industry program (tour guides) was reviewed in 1983. As a result of this review's findings, and because of the restriction of State General funds, it was decided to terminate the program as of spring 1983. It is now offered as non-credit community service.

3. Learning Skills Program

The learning skills area is an essential component of the College's mission to provide equal accessibility of education through the open-door policy. In the past five years, this area has experienced steady growth and has responded to student and program needs in a number of ways.

a. The Learning Assistance Center has been developed and expanded. The staff of this center, a coordinator, lab manager, and four resource teachers, conduct workshops and visit classes as well as consult with students who seek help with various learning problems. The Center now serves students seeking help in courses from all departments and offers specific help with English, learning skills, and mathematics.

b. There has been a growing effort by the Learning Assistance Center personnel, especially after the linkage with TRIO personnel (1980), to expand services to the campus at large. The study-skills workshops, visitation/consultation programs, and the testing services offered to all instructors by the Center have been especially successful. Also of special note are the classroom visitations made to campus classes throughout the year. At these visits, learning strategies on a variety of topics as requested by the instructors are presented by either the center coordinator, lab manager, or resource teachers. Center personnel have visited classes from every discipline on campus. In the 1983-84 school year, thirty-seven visitations were conducted.

c. The mathematics program was adjusted to meet student needs. Math 25 was modularized in 1982-83. The course became Math 24, Elementary Algegra I (3 credits), and Math 25, Elementary Algebra II (3 credits).

d. In 1980, an option of an integrated program for developmental-level students was offered. This consisted of a block program of a reading course, a writing course, a lower level humanities course, and a learning skills course. An integral feature of the fall "package" was the counseling component provided by the TRIO counselors. The counselors and the instructors worked as a team to support each student enrolled. Although the program experienced two successful semesters, it has not continued. This is caused in part because of conflicting staff commitments, as this type of endeavor requires excessive time commitments, but also because student demand seems to favor transfer-level courses.

e. The reading sequence for students reading at or below the 7th grade level is now complete. It includes English 1 for students reading lower than 6th grade; English 9 for those reading from 7th-8th grade, and English 21 for 8th-9th grade.

f. Currently business instructors identify students in need of developmental work in accordance with established prerequisites for entry into business classes. As of fall 1984, the College's learning skills instructor and a mathematics instructor are working with the automotive program to establish the skills requirements of automotive technology majors.

g. Students requiring writing assistance below English 22 levels have been served by the introduction of English 10. Students are placed in this course by their score on the Nelson-Denny Reading Test and they are required to enroll in English 9 concurrently.

h. The campus has supported "Writing Across the Curriculum" workshops and the activities of the writing resource teachers connected with the Learning Assistance Center. These resource teachers have been visiting classes as requested by individual instructors and have been acting as consultants to other faculty members to help identify writing skills required in subject area courses.

i. Since 1980, the need for advising and referral services for students with "special needs" has been met by the federally funded TRIO project. Two counselors and a secretary operate out of an office adjacent to the Learning Assistance Center. They offer counseling and tutoring services and are mandated to serve disadvantaged students.

4. Media Production Center

The Media Production Center directly supports instruction on campus by coordinating audio-visual equipment and production. During the past five years, the Media Production Center has experienced the following developments.

a. The capability to produce audio-synchronized super 8mm film loops was established, and a series of twelve mini-lessons were produced. Most of this work was done on an EIF grant.

b. While a training course on new production techniques was not offered, a series of smaller workshops on basic audio and graphic techniques were offered on the use of new equipment. Understaffing and a lack of equipment hindered further instruction.

c. Reduction of funding and a shift of campus priorities to computers and related matters has postponed the acquisition of a campus closed-circuit television cable. However, Interactive Computer-Assisted Instruction, using laser video disc technology may act to further the need for a CCTV cable for the campus and to permit possible outreach to the community. Graphic art capability has not developed because the position of graphic artist has not been established.

5. Student Services

The Student Services office supports the campus mission to assure student success. Over the past six years, Student Services Program has consolidated its services and addressed specific goals listed in the Educational Development Plan 1979-85.

a. Student contact records have been centralized in offices in Waipa Building. Updated transcripts are now available to counseling staff. Eventually, on-line access to student records will be established. Advising and counseling contacts are now logged, and individual files and counselor notes are kept for each student.

b. Registration procedures have been formalized and evaluated. Each semester various offices meet to make suggestions.

c. Student input on institutional policy making was sought. Through the formal Windward Community College student government, student opinion is requested on most questions of policy related to students. Communication has been open between administrators and student leadership in recent years. Several university-wide policies have been approved with student support (e.g., Student Conduct Code).

With the exception of one philosophical disagreement concerning a State Hospital patient's attending classes, cooperation between Student Services and the Student Government has been excellent, and the Provost has initiated a statement of agreement between student government, the student newspaper, and the administration related to the responsibilities and limitations of each regarding the student newspaper.

d. There has been improved in-service training for professional and student staff through the development of informational materials, workshops both on-campus and off-campus, and activities made available for Student Services personnel. These have included such activities as workshops, lectures, and guest presentations on various forms of self and professional development. For example, during 1983-84, several members of the staff attended national workshops. On campus there have been visits by representatives from various special programs and offices from other campuses.

e. Counseling services have been maintained or expanded. The campus does not have enrollment, academic program, or services available for foreign students; thus their attendance has been discouraged by maintaining a very high TOEFL score entrance requirement. The College has, however, always maintained counselors available for veterans and physically handicapped students, and the College is willing to offer special assistance such as tutorial and counseling services to students identifying themselves. For example, Student Services personnel arranged to borrow a one-handed typewriter for a disabled student.

f. Other than a one-year experiment with the business faculty, there has been little progress in increasing opportunities for instructional faculty to serve as academic advisors. The problem is complicated by questions concerning compensation/released time for this activity if a substantial work assignment beyond teaching is assigned, while the job description systemwide for instructors lists academic advising as one of the regular duties of faculty (the assumption being without compensation). Student Services encourages faculty to advise students regarding the faculty member's discipline (e.g., math, biology), leaving the trained counselors to advise for meeting general transfer and graduation requirements and for handling students' usually related personal problems.

g. The testing of entering students has been established and regularized. Over one thousand students are tested annually, the scores being recorded on advising sheets that show recommended entry courses. The importance of scores is discussed at orientation sessions, and printouts of scores are available at registration.

h. Student Services has tremendously increased opportunities for off-campus employment through the Student Employment Office. Some 400-500 students a year use the service. Information is shared between Cooperative Education and Job Placement.

i. The staffing of Student Services has expanded. Student Services has added a full-time clerical position in Financial Aids in 1980 and a full-time secretarial position in Student Services in 1981. Biennium 1985-87 requests an additional clerical position in Admissions and Records.

j. After a less than successful federally funded attempt to establish a placement program to assist students in seeking employment after completion of programs, the College has been able to develop a highly effective part-time on-campus student employment and off-campus job placement effort using a mature student as coordinator. Some consideration will be given to re-describing a present federally funded position to assume many of these responsibilities.

6. Academic Administration

Progress has been made towards developing the planning guidelines for staffing needs, educational specifications and master planning, and evaluating the College's administrative structure.

a. Educational specifications for faculty planning have been developed by the College in consultation with H. Mogi Planning Associates. The College is now moving into the campus master plan phase.

b. Faculty/staff development activities on campus are coordinated currently by a reassigned-time instructor. In addition, a faculty committee of the faculty senate sponsors activities to which all members of the staff are welcome. The staff development coordinator is compiling a roster of campus staff members willing to conduct professional activities without compensation in areas of expertise.

In addition, the campus is relying on "acting" administrators to provide an opportunity for training. There has been no systematic effort to provide formalized training, although there is a great sharing of information. The provost's weekly staff meeting, for example, provides an opportunity for administrators to discuss ideas, the intention being to raise awareness rather than reach consensus. The chancellor is sponsoring workshops on various topics, which contribute to training administrators. On campus, this sharing of information continues with the weekly department chairs meeting and the regular meetings between the provost and the faculty senate chairs.

c. In 1980 and 1982 the College administration was reorganized and physically reassembled. The department chairman structure was added, as were the positions of Director of Community Services and Dean (now Director) for Student Services.

d. A number of activities on campus have been funded by a series of successful President's Educational Improvement Fund grants from the University of Hawaii. These projects have come from all departments on the campus. These grants have permitted faculty to develop classroom teaching methodology that includes such technologies as computers and audio-visual support.

7. Community Services

The Community Services office has developed considerably under the direction of a full-time director. The program has achieved the following goals.

a. While a body called an advisory committee has not been formally established, a number of different groups have acted in this capacity. For example, the faculty senate's Community Relations Committee, the ad hoc Culture and Arts Programming Committee and the City and County Parks and Recreation District Council have all served in this capacity at one time or another. A formal permanent advisory committee is expected to be formed in 1984-85.

b. The forum series has been resumed. Programs have included financial planning, "Elements of Ourselves," political programs, "War and Peace," death and dying, and various health issues.

c. A column, "WCC News," was established in the Sun Press. Faculty members wrote the column on a voluntary basis initially; subsequently, it was produced for a small stipend. After a lapse of some months, the column was resumed by a student in the journalism class who received credit. The column has been resumed in the spring of 1985.

d. The Community Services office has received seed money from the University of Hawaii Foundation for cultural programming. This was in the form of a loan that is being repaid. Funding has also been received from the Executive Office on Aging. In addition, mutual cooperation with other agencies produced funding for the Symposium on Pu'uhonua held in October 1983, and the Creativity and Science Conference Committee held in March 1985, among others.

e. Emphasis has been placed on senior citizen activities by an on-going cooperation with local senior centers. Courses have been offered specifically for senior citizens, and attendance has been good.

f. A learning-exchange program, where by the College serves as a broker and intermediary between community members wanting to teach certain skills and knowledge on an informal basis and individuals wanting to learn these skills, has been considered in some depth. Community members are currently teaching non-credit courses in a wide variety of subjects. The Community Services office maintains a mailing list of 9,000 individuals who have shown interest in the College's non-credit offerings. Non-credit offerings are planned on the basis of the availability of qualified instructors and then offered depending on sufficient enrollment.

g. On-campus theatrical/cultural productions have been expanded in a number of ways. The program supports the Windward Community College Ho'olaule'a, probably the most important cultural event on the Windward side of the island. In addition, there is the People Who Write Series which has brought notable local and national authors to the campus to read from their works. Other events supported by the program include presentations by the Slack Key Club, Drama Club, and a cultural film series. In 1985, the College will participate in the official Centennial Celebration of Japanese Immigration, bringing exhibits and lectures to the campus.

h. A faculty/student volunteer corps to provide specialized services to the Windward community as an on-going institutional project has been developed. The Windward Ohana was begun as a campus support organization. This supplied campus beautification and general support. Currently, this group no longer meets, but it may be reactivated as the Friends of Windward Community College.

i. The feasibility of launching media-based off-campus non-credit offerings has been explored. The College offered a successful course through the Sun Press in correspondence mode in spring and fall 1982. This course, SSCI 197 "Creating Your Future" was offered by two members of the Social Science Department. Plans are being made to offer further courses in this format.

VI. COLLEGE PRIORITIES 1985-90

A. The Instructional Program: Liberal Arts

The instructional program at the College emphasizes individualizing learning. The College recognizes that people differ in interests, motivation, ability, and learning styles. Thus, alternatives are stressed in the kinds, levels, and the ways in which courses are taught. Overall campus goals for 1985-90 are listed in Table IX.

The courses offered support the College's mission of providing quality general education and vocational training to State of Hawaii residents. The programs are intended to meet the needs of individuals

1) intending to earn an Associate in Arts degree in the liberal arts;

2) intending to earn a Certificate of Completion, Certificate of Achievement and/or an Associate in Science degree in a vocational program;

3) intending to transfer to a four-year college to earn a bachelor's degree;

4) interested in developing and updating skills and knowledge for employment in certain vocational fields;

5) interested in taking courses for personal enrichment;

6) interested in acquiring skills and knowledge needed for employment in selected occupational fields;

7) interested in reinforcing basic learning and study skills, e.g., reading, writing, note-taking, memory/concentration skills;

Modes of instruction vary. Students may enroll in group-learning, lecture-oriented classes, regular courses on an independent study option, or highly individualized classes in which programmed instruction materials are used extensively. Independent studies projects also are encouraged. A few courses take an interdisciplinary approach to a topic or problem.

Some coordinated studies packages are offered. Instructors offering interrelated courses integrate their subject matter and provide students with a team that is concerned with all the learning activities of the student.

Piggyback courses are offered in which students can opt to meet various course objectives, working at their own rate of speed and proceeding to a second course or level within the same term, depending on their achievement.

Pre-tests are given in many classes. These are intended to identify the knowledge and skills already possessed by students, thus enabling instructors to tailor courses to meet special needs or interests or to give students a quick review of course content, testing style, and a partial basis for credit by exam.

B. Majors

Currently, the College offers students the opportunity to major in the following fields:

1) Liberal Arts (Associate in Arts).

2) Accounting (Certificate of Achievement and Associate in Science Degree).

3) Agricultural Technology (Certificate of Completion).

4) Automotive Mechanics Technology (Certificate of Completion and Certificate of Achievement).

5) Finance (Certificate of Achievement, Certificate of Completion, and Associate in Science Degree).

6) Secretarial Science (Associate in Science Degree).

7) Clerical Typing (Certificate of Completion).

8) Stenography (Certificate of Achievement).

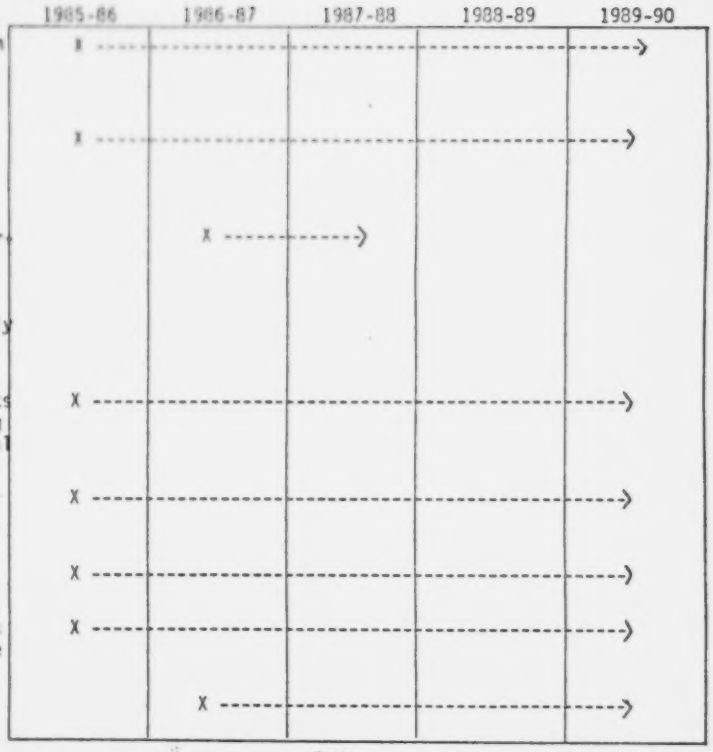
9) Typist (Certificate of Completion).

Students who are taking courses for enrichment purposes and do not intend to work toward a degree or certificate, or those who are undecided as to the field in which they wish to specialize, are considered unclassified.

Students who can demonstrate achievement of the objectives of required courses through prior experience, by successful completion of equivalent courses, or by credit by examination, may be exempted from certain program requirements.

The goals of the instructional program for 1985-1990 are listed in Table VIII.

TABLE VIII: PRIORITIES FOR INSTRUCTIONAL PROGRAMS 1985-90


1985-86
1986-87
1987-88
1988-89
1989-90
1. Continue to provide quality instruction in the Arts and Sciences core by developing courses to assure student choice in fulfilling requirements.
2. Assure program quality by articulating degrees and courses with UH-Manoa, West Oahu College, and UH-Hilo, and also with other colleges and high schools.
3. Serve community and campus needs by exploring possibility of alternate delivery systems, telecourses, computer assisted curriculum, correspondence courses, video taping, and independent study, particularly for those unable to come to the college site.
4. Continue to serve needs of special students by maintaining a strong and viable evening program and by including courses in liberal arts for students lacking basic skills.
5. Serve students seeking career choice by including career exploration courses in programs offered.
6. Participate actively in campus wide planning for new facilities.
7. Assure awareness of instructional programs by widely disseminating information in the community.
8. Promote campus discussion of college mission by meeting annually to discuss campus planning documents.

B. Instructional Programs: Vocational Education

Windward Community College offers courses in three vocational areas: Business, Agriculture, and Automotive Technology.

The Business Department offers certificates and degrees in three areas: accounting, finance, and secretarial science. A core package of basic skills courses such as typing, business machines, office procedures and interpersonal communications is required for all students in the accounting and secretarial programs. The career ladder concept was used in designing these programs in order to provide flexible and relevant opportunities to meet changing manpower and vocational skill requirements. After the completion of the core courses and some others, students may receive Certificates of Completion, Certificates of Achievement, and A.S. degrees. The Finance Program has recently received continuing status recognition from the Board of Regents. It now meets the educational needs of people who are working in the financial field. With the addition of two co-requisite courses, pre-service students will be able to achieve a Certificate of Completion, Certificate of Achievement, or an A.S. degree in Finance.

The Agricultural Technology Program offers the Certificate of Completion. The objectives of the program are to provide Windward residents with the opportunity to train for entry-level positions in the ornamental horticulture, landscape, lawn maintenance, nursery and related small agribusiness industries such as retail plant outlets. In addition, it seeks to respond to employer needs for trained technical/operations personnel who can perform in entry-level positions within a variety of small local industries and to respond to employer and employee needs for in-service training opportunities. It also provides non-majors the opportunity to consider employment in the industry and to learn about horticulture as a hobby.

The Automotive Mechanics Technology Program provides training leading to the Certificate of Completion and Certificate of Achievement. These are designed to prepare students for entry-level positions in the automotive or related fields. Courses offered include introductory theory courses, followed by specific training application in such specialized areas as brakes, fuel, and ignition systems, engines, electrical and suspension/steering systems, transmissions and diagnosis, and repair.

TABLE IX: PRIORITIES FOR VOCATIONAL EDUCATION 1985-90

	1985-86	1986-87	1987-88	1988-89	1989-90
1. Assure program quality by adapting programs to technological changes and replacing obsolete equipment.	X ----	----	----	----	----
2. Strengthen transfer curricula by offering additional high demand transfer courses.	X				
3. Meet community needs by studying the need for additional programs and degrees.	X				
4. Meet the needs of in-service as well as pre-service students.	X				

C. Learning Assistance

1. Learning Assistance Center

The Learning Assistance Center, located in Lono Building, is a complex of rooms/areas consisting of the Learning Skills Lab (Lono 112), the Math Resource and Tutorial Center (Lono 103) and the lobby area which connects the two labs. It is staffed by a part-time coordinator, full-time manager, and three released-time instructors who serve as resource teachers.

The Learning Assistance Center is able to support a wide variety of activities: Lono 112 is the area where quiet activities such as individualized lab work, studying, and test-taking occur. Lono 103, the semi-quiet lab, accomodates tutorial sessions, study group activities, and meetings. The multi-use lobby area has little noise control and at any given time some of the following activities are in progress: TRIO tutorials, individual conferences between resource instructor and a student, tap machines and electric piano practice for music classes, oral language review using cassette tapes, studying, reading topical magazines and books donated by faculty, and socializing.

In fall 1982, the Math Resource Center was opened in Lono 103 (sharing facilities with the Tutorial Lab of the TRIO project). Its services include drop-in tutorial services; collecting media materials, worksheets and reference materials to support classes; and providing advising services in math coursework and study skills.

Since the expansion of the physical facility of the Learning Assistance Center (1982), services have expanded. The study skills workshops, classroom visitations, teacher consultations for the implementation of study skills in classes, and the testing services reach a large segment of the student population.

TRIO activities are a vital component of the Learning Assistance Center's functions. The close working relationship with TRIO staff (counselors, clerk, tutors) increases the Center's impact.

Computer-assisted instruction has begun to supplement presently available lab materials. The close proximity of the Center to the Computer Lab (which shares the lobby area with the other two labs), coupled with the acquisition of more software, will probably lead to an increase in computer-assisted instruction.

Over the past two years, the centralization of academic support services has appreciably increased student contacts. Students other than those enrolled in developmental English and Math classes represent a significant portion of those served.

TABLE X: PRIORITIES FOR LEARNING ASSISTANCE CENTER 1985-90

	1985-86	1986-87	1987-88	1988-89	1989-90
1. Work towards incorporating computer assisted instruction areas and disciplines served by the center.	X -----	-----	-----	-----	----->)
2. Increase campus awareness of the Center's services to faculty and students.	X -----	-----	-----	-----	----->)
3. Incorporate computerized techniques as appropriate for maintaining Center records and programs.	X -----	-----	-----	-----	----->)

2. Computer Laboratory

The Computer Laboratory opened in fall 1984 in Lono 110, adjacent to the Learning Assistance Center. Thirteen Apple IIe computers consisting of 13 CPU's, two disk drives for each, 10 number key pads, and 13 CRT's and 3 Okidata dot-matrix printers have been installed.

During the first semester of operation, data is being collected to determine which students and instructors are using the lab and which hours have the heaviest usage. This data will be used to plan the most effective lab schedules.

A pamphlet entitled "I'm User Friendly" has been developed, and DOS disks and practice data disks are available. To encourage lab usage, a Computer Lab fair was held in August. A Computer Open House was conducted for staff and another for students in fall 1984.

TABLE XI: PRIORITIES FOR COMPUTER LAB 1985-90

	1985-86	1986-87	1987-88	1988-89	1989-90
1. Examine staffing needs of the Computer lab and ICS offerings and expand as needed.	X ------	----------	----------	----------	------>
2. Coordinate with other departments on campus, thus assuring a sharing of lab resources.	X ------	----------	----------	----------	------>
3. Expand software library to assure faculty and students access to essential programs for professional development and career training.	X ------	----------	----------	----------	------>

D. Academic Support

1. Library

The Library provides a variety of services to students and College staff. Among these are selection and maintenance of books, periodicals, pamphlets, audio and video tapes, phonograph records, and other audio-visual materials; reference services in locating materials and developing bibliographies; a reader's advisory service and selective dissemination of information; and classes and workshops on library skills and research methods. Additionally, the Library serves as a study area for students.

Students conducting course-related research or pursuing personal interests are the primary group served. A second group includes faculty and staff requiring use of reference materials and assistance in developing course related instructional materials. To a lesser extent, the Library serves other residents of the communities served. Surveys show that the Library is noted by patrons for its friendliness and helpfulness.

Presently, seating capacity in the Library is limited to 124 stations, including 30 wet carrel stations. The space available is limited and below the operational standards for a college of this size set by the UH Community College Library Learning Resources Program Council. However, except for peak periods during high demand hours, the space provided has been adequate for the last two to three years.

Over the past five years, the Library collections have been expanded on a phased basis. As of the end of 1983-84, the book collection contained over 29,000 volumes. The periodical collection totalled 314 titles and the audio-visual materials collection numbered 8,393 items.

TABLE XII: PRIORITIES FOR LIBRARY 1985-90

	1985-86	1986-87	1987-88	1988-89	1989-90
1. Work toward a "good" standard for community college libraries in terms of collection size, staffing, and facilities.	X	-----	-----	-----	---->
2. Increase professional and paraprofessional staff to meet community college standards and to be commensurate with library's programs.	X	-----	-----	-----	---->
3. Complete automation of library functions in order to provide an integrated on-line system that will serve College needs, including among other things retrospective conversion of card catalog, automated periodical maintenance and reference service, and data-base searching.	X				
4. Maintain accessibility to all library materials by continuing to provide a broad spectrum of library instructions including such things as self-paced modules, computerized library instruction and televised bibliographic instruction and by expanding library hours as staffing permits.	X	-----	-----	-----	---->
5. Continue to provide current awareness services to faculty and expand these services as automation permits.	X	-----	-----	-----	---->

2. The Media Production Center

The Media Production Center (MPC) provides assistance to faculty and staff in the production of audio-visual materials, and in the selection of audio-visual equipment. Additionally, the Center provides for the maintenance of a basic collection of instructional support audio-visual equipment used in the classroom.

Accordingly, the clientele of the MPC are primarily faculty and staff members of the College, and secondarily students needing assistance in preparing audio-visual materials for use in carrying on classroom assignments.

Over the past five years, primary efforts have been directed toward establishing an inventory of basic classroom equipment, including audio production and videotape equipment. Because of budgetary constraints, plans for the acquisition of video production equipment are only beginning to be realized. The plans for audio production equipment have been fulfilled, as have those for establishing the complement of classroom audio-visual equipment. The inventory of classroom equipment is maintained in facilities located in each of the principal classroom buildings on campus and in a central facility. Facilities are also available for repair of equipment. An Electronic Technician was hired in January, 1984. In 1983-84, the MPC installed a microcomputer and began using the equipment to develop equipment maintenance and repair records, inventory control, equipment acquisition and replacement records, work requests, and control of student-help expenditures.

TABLE XIII: PRIORITIES FOR MEDIA PRODUCTION CENTER 1985-90

	1985-86	1986-87	1987-88	1988-89	1989-90
1. Continue to meet instructional needs by improving video production capability, installing T.V. cable, service, establishing capability to produce captioned/texted slides for self-paced study and interactive CAI, and establishing video-disc technology.	X -----	---------->	---------->	---------->	---------->
2. Evaluate staffing requirements and add two positions needed for delivering televised instruction.		X -----	---------->	---------->	---------->

E. The Student Services Program

The Student Services office is a major support service component of the College. It is essentially an educational support program, and its primary goal is to help individuals achieve their educational objectives by the following means:

1. Helping them establish realistic career and life goals, and develop an educational plan for achieving these goals;

2. Helping them overcome the obstacles posed by financial need, academic deficiencies, physical disabilities, and personal problems.

More specifically, the individuals to be served through this program at the College include the following groups:

1. Students and prospective students seeking information for making career and educational choices and planning an educational program;

2. Students requiring special supportive services including certification to receive financial assistance, Veterans' benefits, adjustment counseling and orientation;

3. Students and the College administration requiring accurate student registration records;

4. Those members of the community not yet at the College who could benefit from the total services provided by the College, i.e., those people just completing high school, socially or economically disadvantaged persons, physically or mentally handicapped persons, or those persons needing vocational training.

Reflecting the goals of the program and the needs of the individuals to be served, the College offers a broad range of services:

1. Academic Advising
To assist students in assessing academic deficiencies, in developing a program of study, and in evaluating progress via academic advising and testing.

2. Personal Counseling
To assist students in identifying and resolving personal problems through one-to-one/group counseling and/or referral to "helping agencies."

3. Financial Aids Advising
To assist students and prospective students in applying for and securing assistance from a student aid program funded from federal, state, and local sources.

4. Career Advising
   To assist students and prospective students in assessing interests, aptitudes, career opportunities and in establishing career and life goals.

5. Student Employment Assistance
   To assist students in securing campus and off-campus employment.

6. Recordkeeping/Certification Assistance
   To maintain student records of academic progress at College and forward this information to other agencies (Social Security Administration, other educational institutions, Veterans Administration, or to employers, as requested).

7. Student Activities Advising
   To assist students in implementing a student activity program which includes cultural, educational, recreational, and social activities, and to work with student government to improve the educational environment of the College.

8. Orientation/High School Visitations
   To assist new and prospective students by providing information about the College's services and programs through group sessions, self-advising (through development of information materials and exhibits about the College), working with high school and "feeder" agency staff, and on-campus visitations (by high school students).

9. Special Student Services Assistance
   To assist students with disabilities in securing tutorial help, ambulatory assistance, and other special services needed.

10. Tutorial Services
    To provide academic tutoring for students having difficulties with a subject.

11. Placement Services
    To assist students in continuing their education after leaving the College or finding employment after completing their program.

These services are available to students and prospective students five days a week on a drop-in and scheduled appointment basis (depending on the kinds of services required).

In addition, a regular program of in-service workshops and campus visitations is maintained for upgrading of Student Services staff.

TABLE XIV: PRIORITIES FOR STUDENT SERVICES 1985-90

	1985-86	1986-87	1987-88	1988-89	1989-90
1. Increase campus awareness and use of Student Services offerings.	X -----	-----	-----	-----	----->
2. Work as a team with College faculty, students, and administrators to evaluate recruitment, retention, Student Services offices, and advising.	X -----	-----	-----	-----	----->
3. Expand use of technology to refine registration, recordkeeping, and possibly establish early registration.	X -----	-----	-----	-----	----->
4. Create greater awareness of the College's programs and services in the community and evaluate those offices of the College that deal with the public.	X -----	-----	-----	-----	----->
5. Explore ways to improve student life on campus, as for example, expanding job placement efforts.	X -----	-----	-----	-----	----->
6. Develop and implement an alumni program.	X				
7. Expand support and encouragement of student athletic activities.		X			

TRIO Project

The TRIO Project was transferred from Honolulu Community College to Windward Community College in mid-1979. The Project has met all performance goals as submitted to its grant agency, the U.S. Department of Education. Counseling, tutorial, and developmental services are provided for students enrolled or accepted for enrollment at WCC and who are eligible by reason of physical handicap, low-income, or first generation college student status. The primary aim of the Project is to retain and to graduate its participants.

Participants receive academic advising at least once a semester to discuss academic plans and to assure adjustment to college life. Study skills, life skills, and personal development workshops are conducted by project staff throughout the semester. Materials on college testing services, scholarship loans, and career planning are kept in the TRIO office.

A pool of 15-25 students assist their peers in their coursework at the remedial, developmental, and transfer level. Tutors are certified by faculty members as being academically competent with at least a 2.50 GPA, and having earned at least a grade of "B" in the course to be tutored. New tutors are required to complete 16 hours of pre-service training, including 10 hours of structured workshops and 6 hours of additional seminars, and evaluation sessions.

TABLE XV: PRIORITIES FOR TRIO PROJECT 1985-90

	1985-86	1986-87	1987-88	1988-89	1989-90
1. Work with the College to provide permanent funding support for TRIO program services.	X	-----	-----	-----	----->
2. Expand existing services for physically, socially, and mentally handicapped students.	X	-----	-----	-----	----->
3. Expand opportunities for tutor training, among other things by incorporating technological advances into tutor training and providing pre-service and in-service professional development opportunities.	X	-----	-----	-----	----->
4. Further evaluate TRIO programs by conducting follow-up studies to measure academic and career success of former TRIO clients.	X	-----	-----	-----	----->
5. Continue to provide effective and supportive climate for clients by providing academic guidance, encouraging wider use of services on campus and off, and maintaining a welcoming atmosphere.	X	-----	-----	-----	----->

F. Community Services

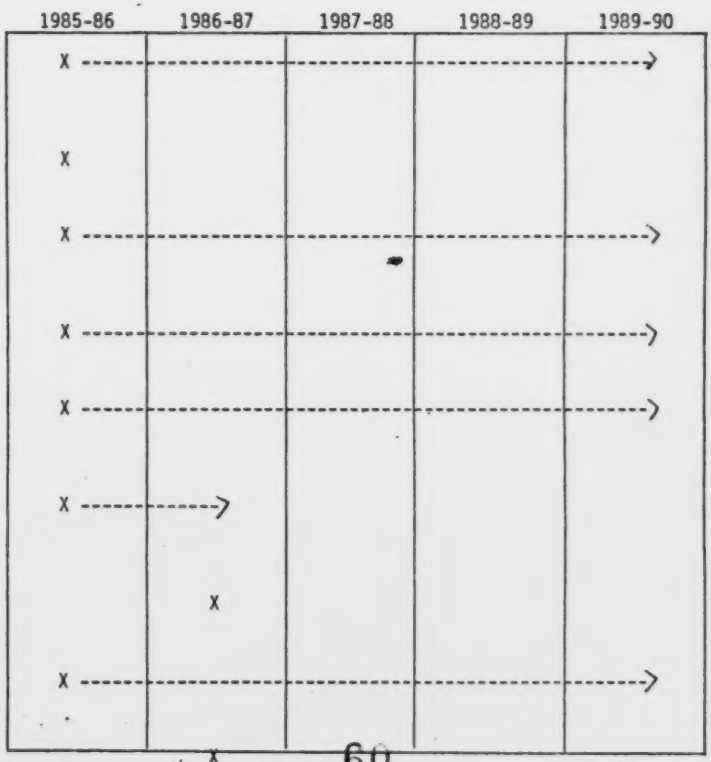
The Community Services program is a major operational component of the College. The program serves those residents of Windward Oahu seeking educational opportunities to improve their quality of life through participation in a variety of instructional, cultural, vocational, recreational, problem solving, and educational services in which the institution has special competence.

During past years, the Office of Community Services has coordinated numerous forums (e.g., Elements of Ourselves series, People Who Write series, Public Affairs series) and workshops (dealing with social, financial, and ethical issues). It has offered a wide variety of non-credit courses in personal and professional development, consumer and health education, personal finance, etc. Courses are offered throughout the year at times and locations convenient to the public. Cultural activities have included presentations by Kaze-No-Ko, a Japanese mime and dance troupe; various hula halaus; and local performing artists such as Peter Kun Frary, the classical guitarist.

Over the next six years, provisions will be made for selective delivery to serve community needs. The educational services and activities developed will be short-term in orientation and subject to continuing evaluation.

In addition, the feasibility of a Community Resources Center will be investigated to provide direct and indirect leadership training and problem solving skills to targeted communities. This project may be coordinated with the Social Sciences Department.

TABLE XVI: PRIORITIES FOR COMMUNITY SERVICES 1985-90



1. Continue to meet community needs by offering non-credit educational programs, public forums, seminars, workshops, and similar offerings as requested.
2. Establish support group to advise on the continuing program of cultural and arts programs.
3. Conduct regular needs and program evaluation, including determination of activities for senior citizens and needs of low economic groups.
4. Develop and offer as needed identified interest programs, including computer program and entrepreneurial program.
5. Establish the Community Services program on a solid financial base by becoming self-supporting in certain areas and seeking external funding for others.
6. Plan for and implement the Windward Community Resource Center, including presenting pilot projects and expanding services.
7. Increase outreach capability by acquiring a van to transport program and instructional materials to outlying communities.
8. Increase community awareness of Community Services programs by expanded use of media and other methods.
9. Evaluate staffing needs and add position as justified by continued growth of the program.

VII. STAFFING

A. Campus Staffing 1985-90

The College's staffing plan for 1985-90 is designed to support the campus priorities of stressing excellence in all educational and service programs. New or expanded positions counts are aimed at regularizing demonstrably successful programs by converting them from federal to general funds. In this category are the TRIO counselors, secretary, the Learning Assistance Center manager, and various other student services personnel, including the job and career education counselor. The College plans also to support areas of high student demand, which have been staffed to this point by lecturers but that now require more permanent personnel. Included here are positions in agricultural technology, accounting, art, health and physical fitness, philosophy, religion, mathematics, and French. In order to serve students better, the College needs also to add further positions to provide variety for transfer students. This latter includes computer lab supervision and instruction in Spanish. Finally, the College needs to add positions in support services necessitated by facilities growth and program evaluation. These areas include maintenance and clerical positions. These staffing changes are listed by year below and summarized in Table XXVI.

1986-87

Increase 1986-87 mathematics instruction to meet continuing needs.

1987-88

Create a full-time position in art to meet the needs of the newly established Art Foundation sequence, expand instruction in foreign language and writing offerings, and expand physical science offerings to include new physics and microbiology courses. Create position of institutional support specialist. Convert two federally funded TRIO positions to general funds.

1988-89

Expand agriculture program to meet student demand expected as program is more established, also provide for growth in the accounting and finance programs. Create position of program specialist for Community Services, graphics artist for Media Production Center.

1989-90

Further expand foreign language to include Spanish, allow for the growth of the automotive program as new facilities are made available, create position of Instructional Design Specialist, and expand campus custodial positions for new facilities. Convert federally funded job placement position to general funds.

1990-91

Further develop instructional programs to meet student demand and provide clerical support for growing support services and programs.

TABLE XVII: SUMMARY OF WINDWARD COMMUNITY COLLEGE LEVEL V STAFFING FOR 1985-90

Area/Group	FTE 1985	FTE 1986	FTE 1987	FTE 1988	FTE 1989	FTE 1990
Academic Support	17.80	17.80	17.80	18.80	19.80	22.80
Community Services	2.00	2.00	2.00	3.00	3.00	3.00
Humanities	9.30	9.30	9.80	9.80	9.80	10.20
Institutional Support	16.60	16.60	17.00	18.00	19.40	24.00
Language Arts	9.30	9.30	11.60	11.60	12.00	12.00
Mathematics	6.50	6.60	6.60	6.60	6.60	6.60
Natural Science	5.80	5.80	6.00	6.00	6.00	6.00
Social Science	5.90	5.90	5.90	5.90	5.90	5.90
Student Services	10.40	10.40	12.40	12.40	13.40	13.40
Vocational Technical						
Business	7.60	7.60	7.60	8.10	8.10	8.10
Agriculture	.50	.50	.50	1.00	1.00	1.00
Automotive	2.00	2.00	2.00	2.00	2.00	2.00
TOTAL FTE POSITIONS	93.70	93.80	99.20	103.20	107.00	115.70
Federally Funded Positions*	5.00	5.00	1.00	1.00	0.00	0.00

*Changes indicate conversion of positions from federal to general funds.

B. Affirmative Action Goals for the Planning Period

For several years the College has been sensitive to the University policy in Equal Opportunity and Affirmative Action. While the College has never been found to discriminate in its hiring practices or its treatment of students and staff, nonetheless it has paid attention to the philosophy of equal opportunity by continually evaluating its workforce and by encouraging qualified persons to apply to fill vacancies. Adequate applicant pools have resulted, such that the College has been able to hire experienced and exceptionally talented instructors and staff.

Over the next four years the College anticipates only minimal hiring of faculty (less than 5%), with some expanded hiring of support staff (less than 10%). Thus, within the bounds of various employee and employer contracts, the College will seek to meet the following Affirmative Action goals.

1. To increase community awareness of employment opportunities at Windward Community College; to increase the pool of qualified applicants from minority groups as jobs become available.

2. To increase recruitment effectiveness by additional notice of positions available to minority groups and/or groups representing the handicapped, disabled, and veterans, and validating the new sources who receive notice of openings.

3. To increase faculty knowledge and awareness of EEO procedures and policies in hiring process, so that they know when protected group applicants should be given preference.

4. To assess the College's effectiveness in meeting the needs of handicapped students, as prerequisite to determining if recruitment efforts should be increased to attract handicapped, disabled, and veterans as students.

5. To encourage qualified women to apply for administrative and APT positions.

VIII. PROJECTED PROGRAM ACTIVITY

Table XVIII displays the projected activity levels and resource requirements to support the College 1985-90. General funds and federal funds are shown separately.

The projected resources are projected on a relatively stable basis, allowing for inflation and union negotiated salary adjustments, with the exception of the following special conditions:

1. The CIP funds required for the construction of new buildings for the College (these are detailed in Section IX).

2. The conversion of four of five federally funded positions to general funds.

3. The addition of needed faculty positions to accommodate campus growth in high demand areas.

TABLE XVIII: PROJECTED ACTIVITY LEVELS AND RESOURCE REQUIREMENTS, 1985-1990*

Program	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91
A. Instructional Programs						
1. Liberal Arts						
a. Majors						
b. Semester SCH	10,143	10,185	10,290	10,392	10,560	10,876
c. FTE Course Enrollment	676	679	686	692	704	725
d. FTE Faculty	36.8	36.9	39.9	39.9	40.3	40.3
e. Operating Budget	1,042,159	1,073,424	1,199,161	1,234,796	1,276,089	1,313,473
2. Vocational/ Technology						
a. Majors						
b. Semester SCH	2,124	2,145	2,166	2,289	2,373	2,426
c. FTE Course Enrollment	142	143	144	153	158	162
d. FTE Faculty	10.10	10.10	10.10	11.10	11.10	11.80
e. Operating Budget	295,531	304,397	317,514	329,494	342,174	343,573
3. SUBTOTAL Instructional Programs						
a. Semester SCH	12,267	12,330	12,456	12,681	12,933	13,302
b. FTE Course Enrollment	818	822	830	845	862	887
c. FTE Faculty	46.9	47	50	51	51.4	52.1
d. Operating Budget	1,337,690	1,377,821	1,516,675	1,564,290	1,618,263	1,657,046

*These projections are based on the student enrollment projections in Table VII.

Program	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91
B. Support Programs						
1. Community Service						
a. FTE Staff	2.00	2.00	2.00	3.00	3.00	3.00
b. Operating Budget	77,880	80,216	82,623	101,602	104,650	107,789
2. Academic Support						
a. FTE Staff	17.80	17.80	17.80	18.80	19.80	22.80
b. Operating Budget	475,751	490,024	504,724	539,153	575,192	642,123
3. Institutional Support						
a. FTE Staff	16.60	16.60	17.00	18.00	19.40	24.00
b. Operating Budget	605,602	623,770	651,276	693,456	743,780	823,844
4. Student Services						
a. FTE Staff	10.40	10.40	12.40	12.40	13.40	13.40
b. Operating Budget	278,233	286,580	369,000	408,400	477,740	528,014
5. SUBTOTAL Support Programs						
a. FTE Staff	46.8	46.8	49.2	52.2	55.6	63.2
b. Operating Budget	1,437,466	1,480,590	1,607,623	1,742,611	1,901,362	2,101,770

Program	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91
C. Federally-Funded Programs						
1. MOP/Voc Ed/TRIO						
a. FTE Staff	5.0	5.0	1.0	1.0	0.0	0.0
b. Operating Budget	159,585	167,400	48,000	49,440	50,923	52,450
CAMPUS TOTAL						
General Funds						
a. FTE Staff	93.7	93.8	99.2	103.2	107.0	115.3
b. Operating Budget	2,775,156	2,858,411	3,124,298	3,306,901	3,519,625	3,758,816
CAMPUS TOTAL						
All Funds						
1. FTE Staff	98.7	98.8	100.2	104.2	107.0	115.3
2. Operating Budget	2,934,741	3,025,811	3,172,298	3,356,341	3,570,548	3,811,266

IX. PHYSICAL FACILITIES

A. Campus Master Plan

In December of 1983 Windward Community College reached the first major plateau in what is likely to be a ten-year effort at upgrading and improving College facilities. In that month the College, in conjunction with its consultant H. Mogi Planning and Research, completed work on the Educational Specifications For Windward Community College. The purpose of the document was to clearly translate the College's Educational Development Plan into a projection of on-campus space needs.

In approaching the planning of facilities improvements, the College was guided by the assumption that it is reasonable to expect an enrollment limitation on the current site to be 2,000 full-time equivalent. For planning purposes, therefore, requirements were projected at two levels: 1,500 full-time equivalent students and 2,000 full-time equivalent students. In suggesting that space projections be developed for a range of student enrollment possibilities, the College was to determine if the current site consisted of adequate acreage. As a practical matter, but particularly in light of recent population projections for Windward Oahu communities, a full-time equivalent enrollment of 1,500 students emerged as a reasonable upper limit for the College for the foreseeable future.

In December 1984, the architectural firms of John M. Okita & Associates and Ernest H. Hara & Associates were appointed (as a joint venture) to develop the Comprehensive Development Report including the Environmental Impact Statement, the final steps in the master planning process. The Comprehensive Development Report was to provide planning and architectural design guidelines, including recommendations on grouping of programs by buildings and location; the configuration of buildings by functions, site topography; and, as necessary, site improvements such as parking, landscaping, handicapped-access and utilities. Also included in the scope of work was the development of a scale model of the approved campus master plan.

The work described above is expected to be completed by December 31, 1985, a period of approximately eighteen months. Progress so far has been slow because land boundaries are still being negotiated with the State Department of Health, also in the midst of creating its own master plan for the Hawaii State Hospital.

B. Facilities

While the Educational Specifications and the master plan will specify most precisely what facilities are needed by the College (either in renovated or new form), it is obvious that the College has need for certain gross improvements to its institutional, academic support, and student services facilities. For over twelve years the College has made do with remodeled facilities, previously designed and used as wards of the State's mental hospital. Roofs have leaked and been repaired; plumbing has given out (and continues to do so even after repairs); and old timbers filled with termites have had to be replaced. Instruction has suffered from poor acoustics; load-bearing columns appear in the middle of some rooms and block the students' sight lines. Most striking is the lack of modern laboratories in which to teach the biological and physical sciences: there are no College food service facilities, no showers and locker rooms for students taking physical education courses, and no mist and sterile rooms for the agricultural propagation classes. In addition, crowded business education classrooms double as open laboratories and terrible crowding exists in the College library.

Therefore, the following list of facilities in probable priority order ought to be made available to the College in the next six years:

1. Science Building (to include Agricultural laboratories)

2. Automotive Technology Shop

3. Business Education classrooms and laboratories

4. Learning Center (to include Library, Media Center, and Learning Assistance Center

5. Physical education shower and locker rooms for males and females

6. Student Center (to include food services and student services programs)

Additionally, discipline areas could be located within renovated facilities, assuming that existing space is not given over to other users. Such areas include art, music, social sciences, and English.

The detailed space needs outlined by the Educational Specifications will guide the architects involved with the master plan. It is hoped that the science and business instructional facilities will be completed by late 1988, but a more likely scenario will find the first two buildings completed by 1991.

Capital Improvement Project (CIP) funds in FY 1986-88 have been requested for the clearing, grading, landscaping, etc., in preparation for subsequent construction of new buildings. After the master plan currently in process is completed, specific facility needs can be determined and prioritized (e.g., renovation of the old kitchen building, Lokahi, Akahi and Cooke buildings, and the construction of new buildings). A more comprehensive and cogent CIP plan will then be presented.

At the present time and apart from the master plan, there are four other CIP items that may only be viewed as interim measures:

1. $568,000 to completely replace the spray-on acoustical ceiling of the existing buildings;

2. $100,000 for the extension of the present Automotive Shop (may be superceded by the Master Plan);

3. $61,000 to provide a roof over the open lanai in back of Waipa; and

4. $200,000 for the construction of portable classrooms (may be superceded by the Master Plan).

In light of current progress on the master plan, an accurate estimate of the probable cost of both new and remodeled facilities is not possible. Such estimates will emerge after the consultants develop a preferred plan and two alternatives. The Educational Development Plan, therefore, can contain no dollar estimates. However, it is possible to project the type of space that will be required to properly deliver instruction and related support services. That information is included as Table XX.

TABLE XIX: PRIORITIES FOR PHYSICAL PLANT 1985-90

	1985-86	1986-87	1987-88	1988-89	1989-90
1. Create campus Master plan for new facilities.	X -----	------)			
2. Restoration/renovation of existing buildings and construction of new buildings.				X -----	----- X
3. Improve the interconnection by cable of existing facilities in order to make use of networked computers in the administration of the College.					
4. Increased janitorial positions 5.0-6.0 consistent with facilities growth.		X			
5. Create food facility on campus.			X		
6. Increase janitorial support to match facilities improvements which occur.				X	

C. Space Needs

Table XX is taken from the recently completed Educational Specifications for Windward Community College. It accurately presents the space required for the College to properly deliver its programs and services.

TABLE XX

SPACE PROJECTION SUMMARY--WINDWARD COMMUNITY COLLEGE

Program Area	Assigned Square Feet @ 1,500 FTE		Assigned Square Feet @ 2,000 FTE	
1. Instruction				
A. Classrooms and Laboratories	89,525		100,665	
B. Physical Education 1/	7,850		7,850	
C. Faculty	11,340		15,280	
Subtotal		108,715		123,795
2. Academic Support				
A. Administration	1,980		2,230	
B. Library Services	21,990		26,365	
C. Media Production Services	9,455		9,670	
D. Learning Assistance/ Tutorial Services	7,530		7,730	
E. Computer Facilities	2,100		2,100	
Subtotal		43,055		48,095
3. Student Services				
A. Administration	1,790		1,790	
B. Admissions and Records	1,100		1,195	
C. Financial Aids, Career Counseling, Job Placement	2,100		2,100	
D. Academic Counseling	800		800	
E. Campus Center	7,210		7,210	
Subtotal		13,000		13,095
4. Institutional Support				
A. Administration	2,800		2,860	
B. Business Office	2,180		2,180	
C. Operation and Maintenance	4,380		4,380	
D. Book Store	3,950		4,030	
E. Food Service	7,420		7,420	
Subtotal		20,730		20,870
5. Community Service				
Administration	7,280		7,280	
Subtotal		7,280		7,280
TOTAL ASSIGNED SQUARE FEET		192,780		213,135

1/ Excludes outdoor activity space.

APPENDICIES

APPENDIX A: SELECTED CHARACTERISTICS FOR KOOLAUPOKU AND KOOLAULOA DISTRICTS

				KAILUA DISTRICT				KANEOHE DISTRICT				WAIMANALO				KAHALUU				KOOLAULOA			
	State 1970	State 1980	Koolau Poku District	1970	1980	% State	% District	1970	1980	% State	% District	1970	1980	% State	% District	1970	1980	% State	% District	1970	1980	% State	% District
Population	768,559	964,691	97,758	33,783	41,291	4.3%	42%	29,903	35,553	3.7%	36%	6,714	9,132	<1%	9%	3,255	11,782	1%	12%	10,562	10,930	>1%	
Median Age	25.0	28.4	27.6		29.5	104%	107%		28.6	100%	104%		24.6	86%	89%		27.6	97%	100%		22.5	79%	
Foreign Born	75,595 (10%)	137,016 (14%)	5,790 (5.9%)	1,302 (4%)	2,468 (6%)	1.8%	43%	1,243 (4%)	1,993 (5.6%)	1.5%	34%	332 (5%)	766 (8.4%)	<1%	13%	215 (6.6%)	563 (5%)	>1%	10%	1,563 (15%)	2,179 (20%)	2%	
Unable to Speak English Well	----	43,671 (5%)	1,486 (1.5%)	----	449 (1%)	1%	30%	----	680 (1.9%)	1.6%	46%	----	226 (2.5%)	<1%	15%	----	131 (1%)	>1%	2%	----	319 (3%)	>1%	
% Over 25 High-School Grad.	62%	74%	77%	77%	83%	112%	108%	72%	80%	108%	104%	50.2%	59%	80%	77%	52.1%	84%	113%	109%	53.6%	72.9%	97%	
College Grad. Over 25	14%	121,415 (20.5%)	13,297 (26%)	3,513 (22%)	6,881 (29%)	6%	52%	1,868 (13.2%)	4,467 (22%)	4%	34%	174	421 (9%)	>1%	3%	126 (10%)	1,528 (23%)	1%	11%	523 (12.3%)	905 (19%)		
Civilian Work Force	237,338	435,780	46,604	12,651	19,904	2.9%	43%	11,573	17,356	4%	37%	2,513	3,848	9%	8%	995	5,497	1%	12%	2,306	4,468	1%	
Unemployed	7,086 (3%)	20,559 (5%)	1,970 (4.2%)	315 (2.5%)	814 (4.1%)	4%	41%	359 (3%)	755 (4.4%)	3.7%	38%	67	222 (5.8%)	1%	11%	34 (3.4%)	179 (3%)	>1%	9%	105 (4.5%)	165 (4%)	>1%	
With Some Unemployment 1979	----	80,254 (18%)	7,515 (16%)	----	3,400 (17%)	4%	45%	----	2,551 (14.7%)	3.2%	34%	----	874 (22.7%)	1%	12%	----	690 (13%)	>1%	9%	----	946 (21%)	1%	
% Men of Those Unemployed	3,547 (50%)	11,057 (54%)	1,099 (56%)	126 (40%)	451 (54.6%)	4%	41%	141 (39%)	434 (57.5%)	4%	39%	25 (37%)	131 (59%)	1%	12%	(35%)	83 (46%)	>1%	8%	64 (61%)	102 (62%)	1%	
% Women of Those Unemployed	3,539 (50%)	9,542 (46%)	871 (44%)	189 (60%)	363 (44.6%)	4%	32%	218 (61%)	321 (42.5%)	3.4%	28%	42 (63%)	91 (41%)	<1%	5%	(65%)	96 (54%)	1%	11%	41 (39%)	63 (38%)	>1%	
# Families	170,729	227,974	23,926	7,833	10,404	5%	43%	6,677	8,720	3.8%	36%	1,310	1,880	<1%	8%	604	2,922	1%	12%	2,051	2,177	1%	
Median Family Income	12,035	22,750	25,397	16,468	29,846	131%	114%	16,354	29,453	130%	113%	11,440	19,543	85%	75%	7,455	25,572	112%	98%	8,341	17,005	75%	
Families Below Poverty Level	10,025 (5.8%)	17,700 (8%)	1,313 (5%)	5.1%	561 (5.4%)	3%	43%	4.8%	331 (3.8%)	2%	25%	163 (12.2%)	208 (11%)	1%	16%	151 (22.1%)	213 (7%)	1%	16%	375 (18.3%)	348 (16%)	2%	
Families With Soc. Security	15.3%	46,679 (20.5%)	4,660 (19%)	741 (9%)	2,001 (19.2%)	4.3%	43%	639 (9.6%)	1,725 (19.8%)	3.7%	37%	165 (12.6%)	479 (25%)	1%	10%	100 (15%)	455 (16%)	1%	10%	292 (14%)	488 (22%)	>1%	
Families With Public Assistance	3.8%	21,111 (9%)	2,038 (8.5%)	108 (1.4%)	710 (6.8%)	3.4%	35%	178 (2.7%)	664 (7.4%)	3%	33%	131 (10%)	431 (24%)	2%	21%	65 (9.5%)	233 (8%)	1.1%	11%	136 (6.6%)	367 (17%)	1%	
Families With Women Head and Minor Children	9,846 (5.8%)	16,938 (7%)	2,067 (7%)	513 (6.5%)	770 (7.4%)	4.5%	37%	356 (5%)	691 (8%)	4%	33%	71 (5%)	266 (14%)	2%	13%	52 (7.6%)	340 (12%)	2%	16%	26 (1.3%)	196 (9%)	2%	
% Families With Women Head and Minor Children of Those Below Poverty	4,545 (45%)	7,730 (44%)	626 (48%)	229 (57%)	235 (42%)	3%	38%	142 (45%)	140 (42%)	2%	22%	22 (13.5%)	113 (54%)	1.5%	18%	(24%)	138 (65%)	2%	22%	65 (17.3%)	102 (52%)	1%	
Year-Round Housing Units	216,774	332,213	28,443	8,494	12,578	4%	44%		10,049	3%	35%		2,217	<1%	8%		3,687	1%	13%	2,362	3,481	1%	
Median Value Owner-Occupied		118,100	117,075		138,200	117%	118%		122,500	103%	105%		68,500	58%	58.5%		139,100	117%	118%		82,800	70%	
Average Family Size		3.6	3.9	3.6	3.6	100%	92%		3.8	105%	97%		4.49	125%	115%		3.74	104%	99%		4.23	117.5%	
Armed Forces + Dependents	111,214	120,417 (12.5%)	5,394 (5.5%)		3,674 (9%)	3%	67%		1,269 (4%)	1%	24%		39 (1%)	>1%	>1%		412 (3.5%)	>1%	8%		380 (3.5%)	>1%	

APPENDIX B: MEDIAN AGES AND PERCENTAGES FOR KOOLAUPOKU AND KOOLAULOA DISTRICTS
(Source: U.S. Census 1980)

	State	Koolaupoku	Koolauloa
Total Pop.	964,691	97,758	10,983
Median Age	28.4	27.8	22.5
Below 19	311,096 (32%)	35,107 (36%)	4,725 (43%)
20-34	286,221 (30%)	24,707 (25%)	3,217 (29%)
35-59	253,301 (26%)	29,005 (30%)	2,066 (19%)
60-	114,073 (12%)	8,939 (9%)	975 (9%)

APPENDIX C: OCCUPATIONS OF EMPLOYED PERSONS 16 YEARS AND OLDER
BY SELECTED WINDWARD AREAS

	STATE	KAILUA	KANEOHE	WAIMANALO	KAHALUU	HAUULA	LAIE
Employed Persons 16 Years and Older	415,181	16,524	13,858	1,200	1,207	991	1,945
Managerial and Professional Specialty Occupations	97,606 (24%)	3,851 (23%)	3,370 (24%)	101 (8%)	242 (20%)	161 (16%)	485 (25%)
Technical, Sales, Administrative Support	132,651 (32%)	5,670 (34%)	4,763 (34%)	237 (20%)	28 (2%)	209 (21%)	526 (27%)
Service Occupations	74,149 (18%)	2,319 (14%)	2,117 (15%)	240 (20%)	206 (17%)	287 (29%)	633 (33%)
Farming, Forestry, Fishing	14,154 (3%)	186 (1%)	173 (1%)	91 (7.6%)	22 (2%)	74 (8%)	42 (2%)
Precision Production, Craft, Repair Occupations	48,198 (12%)	1,724 (10%)	1,873 (13%)	187 (16%)	268 (22%)	159 (16%)	125 (6%)
Operators, Fabri-Cators, Laborers	48,423 (12%)	1,427 (9%)	1,562 (11%)	344 (29%)	74 (6%)	101 (10%)	134 (7%)

Source: U.S. Census 1980

APPENDIX D: ETHNIC CHARACTERISTICS OF SELECTED WINDWARD COMMUNITIES

	STATE	KAILUA	KANEOHE	WAIMANALO	KAHALUU	HAUULA	LAIE
TOTAL	964,691	35,812	29,919	3,562	2,925	2,997	4,643
WHITE	318,770 (33%)*	20,721 (58%)	9,214 (31%)	741 (21%)	937 (32%)	614 (20%)	1,358 (29%)
BLACK	17,364 (1.8%)	284 (1.0%)	190 (1%)	10 (---)	16 (1.0%)	18 (1%)	12 (---)
AMERICAN INDIAN	2,655 (.3%)	98 (---)	82 (---)	--- (---)	17 (1.0%)	--- (---)	9 (---)
JAPANESE	239,748 (24.8%)	5,445 (15%)	9,635 (32%)	310 (9%)	359 (12%)	147 (5%)	186 (4%)
CHINESE	56,285 (5.8%)	1,511 (4%)	2,226 (7%)	101 (3%)	223 (8%)	50 (2%)	192 (4%)
FILIPINO	133,940 (13.8%)	1,125 (3%)	1,846 (6%)	799 (22%)	119 (4%)	81 (3%)	81 (2%)
KOREAN	17,962 (1.8%)	400 (1%)	409 (1%)	23 (1.0%)	27 (1.0%)	6 (---)	24 (1%)
VIETNAMESE	3,463 (.3%)	101 (---)	139 (---)	1 (---)	2 (---)	--- (---)	4 (---)
HAWAIIAN	115,500 (12%)	4,390 (12%)	4,986 (17%)	1,332 (37%)	971 (33%)	1,360 (45%)	733 (16%)
SAMOAN	14,073 (1.4%)	95 (---)	297 (1.0%)	80 (2.0%)	10 (---)	420 (14%)	978 (21%)
OTHER	44,931 (5%)	1,642 (5%)	895 (3%)	165 (5%)	244 (8%)	301 (10%)	1,066 (23%)

Source: U.S. Census 1980.

* Total percentages may not equal 100% because of rounding of numbers.

APPENDIX E

SELECTED CHARACTERISTICS OF WINDWARD COMMUNITY COLLEGE STUDENTS
FALL 1983

Note: Percentages have been rounded; will not always total 100.0 or the sum of the parts.

Selected Characteristics	System Total No.	System Total V%	Windward No.	Windward V%
TOTAL				
Male	10,348	48.7	613	42.1
Female	10,881	51.2	841	57.8
No Data	8	<0.1	2	0.1
EDUCATIONAL OBJECTIVE				
Associate in Arts	8,692	40.9	959	65.9
Associate in Science	8,339	39.3	144	9.9
Certificate of Achievement	1,179	5.6	70	4.8
Unclassified	2,753	13.0	40	2.7
No Data	75	0.4	239	16.4
Certificate of Completion	199	0.9	4	0.3
MAJOR PROGRAM AREA				
General & Pre-Prof (LA)	8,692	40.9	959	65.9
Vocational	9,717	45.8	254	17.4
Unclassified	2,753	13.0	239	16.4
No Data	75	0.4	4	0.3
FULL & PART-TIME STATUS				
Full-time	9,461	44.5	629	43.2
Part-time	11,771	55.4	827	56.8
No Data	5	<0.1		
TOTAL SSH TAKEN				
Full-time Students	129,984		8,549	
Part-time Students	69,806		5,039	
Total	199,790		13,588	
AVERAGE CREDITS TAKEN	9.4		9.3	
Full-time Students	13.7		13.6	
Part-time Students	5.9		6.1	
FTE Count: $\frac{\text{Total SSH}}{15}$	13,321		906	

Source: Fall Enrollment Report, University of Hawaii Community Colleges. Fall 1983, Office of Institutional Research & Analysis, November 1983

Selected Characteristics	System Total No.	V%	Windward No.	V%
PERMANENT HOME ADDRESS				
Hawaii State	20,530	96.7	1,401	96.2
Hawaii	149	0.7	1	0.1
Kauai	1,255	5.9	-----	----
Maui	2,184	10.3	2	0.1
Oahu	16.942	79.8	1,398	96
Other				
U.S. Mainland	464	2.2	44	3
U.S. Possessions	48	0.2	-----	----
Foreign	142	0.7	4	0.3
No Data	53	0.2	7	0.5
RESIDENT STATUS (TUITION)				
Residents	19,539	92	1,303	89.5
Non-Residents	1,693	8	151	10.4
Non-Residents Statutory Exempt	1,359	6.4	113	7.8
No Data			2	0.1
LOCAL ADDRESS (OAHU)	17,883	100	1,456	100
Honolulu	8,454	47.3	43	3.0
Leeward	6,601	36.9	8	0.5
Windward	2,657	14.9	1,398	96
No Data	171	0.8	7	0.5
AGE				
Mean Age	25.1		26.4	
Under 18	765	3.6	36	2.5
18-19	5,756	27.1	382	26.2
20-21	3,966	18.7	267	18.3
22-24	3,033	14.3	197	13.5
25-29	3,089	14.5	180	12.4
30-34	1,889	8.9	135	9.3
35-59	2,517	11.9	236	16.2
60 and Over	210	1.0	21	1.4
No Data	12	0.1	2	0.1
U.S. CITIZENSHIP	19,049	89.7	1,400	96.2

Selected Characteristics	System Total No.	System Total V%	Windward No.	Windward V%
STUDENT STATUS				
Continuing	10,109	47.6	712	48.9
Returning	1,967	9.3	108	7.4
New (First-time)	6,212	29.3	365	25.1
Transfer	2,948	13.9	271	18.6
No Data	1	<0.1		
HIGH SCHOOL BACKGROUND				
New Students Only	6,212		365	
Hawaii High Schools	4,556	73.3	279	76.4
Out-of-State	1,149	18.5	68	18.6
Other (GED, Non-Grads)	264	4.2	15	4.1
No Data	23	0.4	3	0.8
New Students: Hawaii H.S. Grads Only				
1982Graduates	502	11.0	25	9
1981Graduates	216	4.7	23	8.2
1980Graduates	128	2.8	9	3.2
1979Graduates	104	2.3	6	2.2
Pre-1979	668	14.7	51	18.3
No Data			0	
No. of 1983 Hawaii High School Graduates	2,926	64.2	165	59.1
TRANSFER STUDENTS ONLY				
By Program	2,948		271	
General & Pre-Prof	1,073	36.4	161	59.4
Vocational	1,166	39.6	40	14.8
Unclassified	696	23.6	70	25.8
No Data	13	0.4	---	---
By Last College Attended				
UH System				
Manoa	817	27.7	62	22.9
College of Cont Ed & Comm Svcs	12	0.4	0	
West Oahu	8	0.3	0	
Hilo	71	2.4	3	1.1
Honolulu Community College	321	11	28	10.3
Kapiolani Community College	245	8.3	28	10.3
Kauai Community College	21	.7	2	.7
Leeward Community College	195	6.6	7	2.6
Maui Community College	33	1.1	3	1.1
Windward Community College	61	2.1	---	
Other Hawaii Institutions	229	7.7	25	9.2
Out-of-State	923	31.3	113	41.7
No Data	12	.4	---	

APPENDIX F

A PROFILE OF WINDWARD COMMUNITY COLLEGE STUDENTS, EXPRESSED IN PERCENTAGES FALL 1979 - FALL 83

	System Total			Windward		
SEX %	Men		Women	Men		Women
1979	51		49	41		59
1980	50		50	42		58
1981	49		51	42		56
1982	48		52	40		60
1983	49		51	42		58
EDUCATIONAL OBJ %	AA	AS	UNC	AA	AS	UNC
1979	43	37	12	71	4	18
1980	42	36	14	65	9	19
1981	40	37	14	61	11	21
1982	39	38	14	62	10	15
1983	41	39	13	66	10	16
FULL/PART-TIME %	F-T	P-T		F-T	P-T	
1979	50	50		45	55	
1980	49	51		45	55	
1981	47	53		44	56	
1982	45	55		39	61	
1983	45	55		43	57	
AVERAGE CREDITS	AV	F-T	P-T	AV	F-T	P-T
1979	10.0	13.8	6.2	9.5	13.8	6.0
1980	9.8	13.8	6.0	9.4	13.6	5.9
1981	9.6	13.8	5.8	9.4	13.9	5.8
1982	9.4	13.8	5.9	9.0	13.6	6.0
1983	9.4	13.7	5.9	9.3	13.6	6.1
CITIZENSHIP STATUS %	U.S.			U.S.		
1979	92			95		
1980	92			96		
1981	91			94		
1982	90			97		
1983	90			96		
PERMANENT HOME ADDR %	Hawaii			Hawaii		
1979	97			96		
1980	97			97		
1981	96			95		
1982	97			97		
1983	97			96		

Source: Community College - Institutional Research Project - yearly reports on Selected Characteristics of Community College Students

	System Total	Windward
MARITAL STATUS*	Unmarried 16,074 (77%) 15,224 (79%)	Unmarried 993 (67%) 975 (68%)
MEAN AGE 1979 1980 1981 1982 1983	 25.0 25.1 25.2 25.3 25.1	 27.5 27.4 26.9 26.3 26.4
LOCAL ADDRESS % 1979 1980 1981 1982 1983	Hon Lee Wind 47 36 16 48 36 16 48 36 15 48 37 15 47 37 15	Hon Lee Wind 7 1 91 5 1 91 3 <1 93 4 2 94 3 1 96
STUDENT STATUS % 1979 1980 1981 1982 1983	Continuing New 52 28 50 29 50 29 51 27 58 29	Continuing New 46 32 52 25 50 28 45 28 49 25
RESIDENT STATUS % 1979 1980 1981 1982 1983	Hawaii 93 92 91 92 92	Hawaii 91 90 90 91 89

* Previous reports showed either "single" or "other" as a marital status. The unmarried status now includes both of these categories.

APPENDIX G:
HAWAII STATE HIGH SCHOOL GRADS ENTERING WCC
FALL 1982-83

School	# Fall 82 Grads	Enrolled WCC	% Grad Class at WCC	# Fall 83 Grads	# 83 Grads Enrolled WCC	% Grad 83 Class Enrolled WCC
Kailua	378	32	8.5%	348	21	6%
Castle	583	92	16%	554	57	10%
Kalaheo	329	42	13%	336	44	13%
Kahuku	206	4	2%	177	6	3%
TOTAL	1,496	170	11.4%	1,415	128	9%

Source: High School Background of First-Time Students, University of Hawaii, Fall 1982.

APPENDIX H
STUDENTS WITH COMMUNITY COLLEGE BACKGROUND
UH-MANOA, AY 1983-84

COMMUNITY COLLEGE	ENROLLMENT FALL 1983	% CC ENROLLMENT	NO. ENROLLED UHM AY 83-84	% CC ENROLLED AT UH-M
Honolulu	7,574	31%	1,943	19%
Kapiolani	5,300	22%	3,543	34%
Kauai	1,396	6%	324	3%
Leeward	6,201	25%	3,046	29%
Maui	2,420	10%	656	6%
Windward	1,572	6%	957	9%
TOTAL	24,463	100%	10,469	100%

1/ Source: Fall Enrollment Report, University of Hawaii Community Colleges Fall 1983, Office of Institutional Research and Analysis, Nov. 1983.

APPENDIX I
WINDWARD STUDENT POPULATION AND RESIDENCE
FOR SELECTED AREAS 1983-84

Residence	Total Population	% Windward Population	WCC Enrollment	% WCC
Kailua	35,812	33%	580	40%
Kaneohe	29,919	28%	702	48%
Waimanalo	9,132	8.5%	56	4%
Hauula	2,997	3%	25	1.7%
Kaaawa	959	1%	14	1.0%
Kahuku	935	1%	5	.3%
Laie	4,643	4%	16	1.1%
Total District	10,930	10.1%	60	4.3%

Source: U.S. Census 1980 and Fall Enrollment Report, UH 1983.

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